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THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
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A Petition for a Department of Education

To the President of the United States:

On behalf of our respective organizations we earnestly pray that in the reorganization of the Executive Departments of the Government, education be given recognition commensurate with its supreme importance to the Nation. The purpose of public education is to develop good citizens. Since the citizenship of our Nation is but the aggregate citizenship of the States, the Nation is and always must be vitally interested in education.

If the Federal Government is to perform its proper function in the promotion of education, the department at Washington must be given such dignity and prominence as will command the respect of the public and merit the confidence of the educational forces of the country. The educational leader of the Nation should hold an outstanding position, with powers and responsibilities clearly defined, subordinate to no one except the President.

In view of the reorganization now pending, the present is a most opportune time for giving education its proper place in the Administrative Branch of the Government. On behalf of the National organizations which we represent, each of which has officially taken action in accordance with the prayer of this petition, we respectfully urge that the President of the United States use his great influence to bring about the creation of a Department of Education with a Secretary in the Cabinet.

Respectfully submitted,

Charl Ormond Williams
President of the National Education Association

Alice Ames Winter (Mrs Thomas G.)
President of the General Federation of Women's Clubs

A. Lincoln Filene
President of the National Committee for a Department of Education

Anne Rogers Minor (Mrs George Maynard)
President of the National Society of the Daughters of the American Revolution

President of the American Federation of Labor

Mrs Katharine Chapin Higgins
President of the National Congress of Mothers and Parent-Teacher Associations

S. P. Capen
Director of the American Council on Education

Miss Rose Brenner
President of the National Council of Jewish Women

Azariah Smith Root
President of the American Library Association

Agnes H Parker
President of the Woman's Relief Corps

Lucile M. Lyons
President of the National Federation of Musical Clubs

Anna A Gordon
President of the Woman's Christian Temperance Union

Geo F Moore
Sovereign Grand Commander of the Supreme Council, Scottish Rite of Freemasonry, Southern Jurisdiction of the United States

Walter S. Athearn,
Chairman of the Committee on Education of the Sunday School Council of Evangelical Denominations and the International Sunday School Association

PRINTED IN THE UNITED STATES OF AMERICA

A Platform of Service

An Editorial

THE National Education Association is a professional organization. Its fundamental purpose as set forth in its Charter is *to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.* This is more than a mere sentiment; it is a pledge and a promise to the people of the United States from whose Representatives in Congress the Association accepted its Charter. As a professional organization the Association will do most for its own members when it does most for the cause in which their services are enlisted. It will do most for its members and most for the cause of education when it directs its energies toward raising the standards that determine who shall be permitted to teach; when it recognizes meritorious work wherever found and demands that such work be fittingly rewarded; when it condemns those within its own ranks who betray their high trust; when it demonstrates to the public that the men and women engaged in the public-school service would make that service clean, efficient, and dependable.

Platform of the National Education Association

1. **A competent, well-trained teacher in hearty accord with American ideals, in every public-school position in the United States.**
2. **Increased facilities for the training of teachers, and such inducements to enter the teaching profession as will attract men and women of the highest character and ability to this important field of public service.**
3. **Such an awakening of the people to a realization of the importance and value of education as will elevate the profession of teaching to a higher plane in public esteem and insure just compensation, social recognition, and permanent tenure on the basis of efficient service.**
4. **Continued and thorough investigation of educational problems as the basis for revised educational standards and methods, to the end that the schools may attain greater efficiency and make the largest possible contribution to public welfare.**
5. **The establishment of a Department of Education with a Secretary in the President's Cabinet, and federal aid to encourage and assist the States in the promotion of education, with the expressed provision that the management of the public schools shall remain exclusively under State control.**
6. **The unification and federation of the educational forces of the country in one great professional organization devoted to the advancement of the teaching profession, and, through education, the promotion of the highest welfare of the Nation. To accomplish this purpose every teacher should be a member of a local teachers' organization, a State teachers' association, and the National Education Association.**
7. **Active assistance to State and local affiliated associations in securing needed legislation and in promoting the interests of such associations and the welfare of their members in accordance with the Charter and By-laws of this Association.**
8. **Equal salaries for equal service to all teachers of equivalent training, experience and success; and the promotion of sympathetic cooperation between school authorities and teachers by utilizing under recognized authority and responsible leadership suggestions and advice based upon classroom experience.**
9. **Cooperation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.**
10. **The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.**

Consistent with these ideals, the platform that appears in outline form on this page has been officially adopted as expressing briefly but faithfully the collective judgment and the collective will of the Association as embodied in its resolutions. It is the purpose of the present article to consider the more important implications of this program as a whole. Succeeding articles will treat in turn each of the detailed proposals.

I

The platform properly begins with the most vital element in a system of education—the teacher. It recognizes the serious obstacle that immature, transient, and untrained teachers place across the path of educational progress. It is the conviction of the Association that this problem cannot be met by half-way methods. The teaching profession itself will be satisfied with nothing short of a competent and well-trained teacher for every classroom in the land.

How far we must travel to attain this goal and the successive steps that should be taken will be the theme of subsequent discussions in these columns. It is sufficient here to acknowledge that the goal will be hard to reach. For this reason, if for no other, the task which the profession has set for itself, when carried through to a successful issue, will constitute the greatest single achievement in the history of American education. It will involve among other things an almost complete reversal of the attitude that the public has hitherto taken toward the work of teaching. From an occupation now almost universally regarded as temporary and casual, the actual work of teaching boys and girls must in the future offer the recognitions and rewards that mark an occupation as constituting a real career. For those who wish to make classroom service an 'ultimate job,' giving to its problems the same absorbed and lifelong study that the physician, the lawyer, the engineer, and the business man are proud to give to their daily work, there must be sanctions and compensations that are comparable with those that accrue to patient, devoted, and successful effort in other callings.

It is with no selfish or insincere motives that the Association has set up this goal. It is not for individual profit that the members of this group pledge themselves to advance the status of the teacher. It is rather because the prevailing low status has prevented and still prevents thousands of capable men and women from entering the service. The work that should be done by the very ablest talent that the country produces is, in consequence, turned over in large part to persons who are far too immature to grasp its significance. The work that calls for the highest type of preliminary preparation if it is to be done well is all too frequently delegated to teachers who have themselves but the barest minimum of substantial education. The work that can be done best by those who have mastered a difficult art through years of studious effort is intrusted to successive levies of raw recruits.

That all this is unjust to the small proportion of teachers who spend their lives in the service is not the point at issue in the earnest desire of the Association to correct these grave defects. The emphasis is clearly and unequivocally upon the injustice that the Nation's children suffer from this short-sighted policy and upon the reduction of the Nation's strength by the failure to realize through competent instruction, training, and inspiration the possibilities that these children represent.

Society cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father; but society can insure to every child a good school and a competent teacher. This is by all odds the most direct and effective channel through which the forces of social control can operate. To provide these advantages is by all odds the most serious of social obligations. Furthermore, by making such provisions now, the proportion of good homes and wise and provident parents will be vastly increased in succeeding generations. Investment at this point will not only return large dividends in the immediate future; the interest will be compounded at a rate unparalleled by any conceivable form of material investment.

II

Basic to any effective plan for placing a competent teacher in every public-school position is a far-reaching policy for the preparation of teachers. The Association recognizes this need in the second plank of its platform. *Increased facilities for the training of teachers* will mean not only more normal schools and teachers' colleges, but the extension and improvement of existing institutions. The instructional staffs must be enlarged; the program of studies enriched and expanded; and the requirements for admission and for graduation decidedly advanced. The Association maintains with justice that the professional schools of teaching should be placed on at least an equivalent footing with the institutions that train recruits for the professions that have so far developed the highest standards of preparation. To require from prospective teachers a standard of preliminary training inferior to that demanded of prospective lawyers, physicians, and engineers is to belittle the public-school service and to leave its responsible posts open to men and women of inferior ability. Young people of the caliber needed in the work of teaching are intelligent enough to measure the worth of a service by the price that one must pay in terms of preliminary training for the privilege of admission.

But the need of increased facilities and advanced standards for the preparation of teachers strikes far more deeply than this. Low standards of preparation not only cheapen the service; they oppose the most stubborn of all obstacles to educational progress. It is probably true that in no other profession does inefficiency have the opportunity to live and to spread its baneful influence that it has in teaching. The muddled lawyer soon loses his clients. The bungling surgeon will not kill many patients before the logic of hard facts forces him to conclude that he has missed his calling. Even the blundering engineer cannot build many bridges that "buckle and break" until his last chance of getting another contract has been buried with the ruins.

> *SOCIETY cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father; but society can insure to every child a good school and a competent teacher. This is by all odds the most direct and effective channel through which the forces of social control can operate. To provide these advantages is by all odds the most serious of social obligations. Furthermore, by making such provisions now, the proportion of good homes and wise and provident parents will be vastly increased in succeeding generations. Investment at this point will not only return large dividends in the immediate future; the interest will be compounded at a rate unparalleled by any conceivable form of material investment.*

In the efficiency of lawyers, physicians, and engineers the public, of course, has a vital interest; but its interest in the efficiency of its public-school teachers is even more fundamental, for here not only does inefficiency affect a wide circle of relatively helpless humanity, but it may remain undetected f months or for years. To the prelim nary preparation of teachers the publ must look for protection against th danger.

III

If our professional schools of teaching are to attract students in suff cient numbers and if they are to kee them sufficiently long to insure a prope preparation, it is clear that the servic itself must have a higher—a more honored—place in public esteem. Good pa for competent teachers is the first need but it is not the only need. Method must be devised for discovering exceptional merit and for recognizing highl efficient service wherever in the schoo system that merit may be found or tha service rendered.

Men and women of the type that th schools urgently need are the men an women who look beyond material rewards. They crave—and they crav justly—the recognition that successfu effort brings in other callings. Th names of the most successful practitioners in law and in medicine are widel known. Unusual achievement in th commercial and industrial fields bring a measure of renown that overtops i its attractiveness even the high financia rewards that go with it. The great artists, writers, actors, and musicians have their appropriate recognitions. Even the preacher who suffers with the teache the misfortunes of a beggarly wage ha possibilities of abundant compensation in wide fame and acknowledged prestige. But of the seven hundred thousand classroom teachers in American schools not the seven hundred, not the seventy— not even the seven—who are doing the best work are known to their own profession, let alone the public at large. 'Fame' in the educational world attaches not to superior teaching, but to successful administration, writing, and research—and even the most successful teaching is more likely than not to draw the teacher away from his real work and under the guise of 'promotion,' assign him to tasks that, important though they may be, require qualities less fine and less rare than those that highly expert teaching involves.

To change the false system of values by which teaching is now measured will be far from an easy task. It means above all an 'awakening of the people not only or primarily to the essential injustice of this system of values as it affects the teaching profession, but t a realization of the fact that their children are the chief sufferers.

IV

An effective plan for placing in every classroom a competent teacher must also go hand in hand with an extended and continuing program of educational investigation. Every art depends for its advancement upon scientific study that aims to lay bare the principles lying back of its practice. The scientific study of educational problems has passed the period of its infancy; it has amply justified the efforts of its pioneers in the contributions that have already been made to the understanding and improvement of educational processes. But what has been accomplished hitherto is at best only an augury of the benefits that will come when this field of investigation has become as well organized as are the fields of research in medicine, engineering, and agriculture. At the present time nothing is being attempted in educational investigation that is at all analagous in scope or efficiency with what a single endowed institution—the Rockefeller Institute—has accomplished in medicine; and any comparison of educational research with the work of the tax-supported agricultural and engineering experiment stations would be ridiculous.

In the meantime, the public is making demands upon the schools for results that are in many cases unattainable simply because the problems involved have not been subjected to a rigorous scientific analysis. Teachers are criticized for their failure to work what, under the present conditions of our knowledge, would be nothing less than miracles. That the prestige of the profession suffers from this situation is again not the basic evil; that the money invested in schools fails to make the return that it might make is not the most serious consequence of this neglect. The basic evil lies once more in the injustice that the people's children suffer because the people themselves are unwilling to provide for the welfare of their offspring the type of scientific service that they provide for their crops, their cattle, and their hogs.

IN the efficiency of lawyers, physicians, and engineers the public, of course, has a vital interest; but its interest in the efficiency of its public-school teachers is even more fundamental, for here not only does inefficiency affect a wide circle of relatively helpless humanity, but it may remain undetected for months or for years. To the preliminary preparation of teachers the public must look for protection against this danger.

The establishment of the agricultural experiment stations through federal subsidy thirty-five years ago was in many ways a 'leap in the dark'; but results have justified in a thousand ways the chances that the Nation took. To promote the scientific study of important problems is no longer a leap in the dark. Science is often slow in its processes, but it has a way of getting results in the end. The processes of education are vastly more complicated than those of agriculture, more complicated even than those of medicine. It is the difficult tasks that are always left to the last.

But the time has clearly come for a measure of advancement in educational research that will rival the brilliant record that agriculture and medicine have made in the past thirty years. The most difficult pioneer work has been done. The methods have been refined and the field fairly well explored. It would be most unfortunate if, with this start, the movement should not go forward as rapidly as the resources of this rich country will permit. The Association stands pledged to do all in its power to promote this advancement.

V

The program that has been discussed in the preceding paragraphs is essentially a national program. It is true that it might be carried out bit by bit through the successive efforts of the States and the local communities. It is true, also, that a forward step even in the smallest or the most isolated school may be a step forward for the Nation. But such fractional advances leave the full solution of the problem not only years and decades but generations in the future. It should be remembered, too, that, while certain progressive communities are moving forward, others are likely to stand still or even to move back; hence the net result for the Nation may not be progress but retrogression. The Association is convinced that the Nation is neglecting at its own peril the serious problems presented by the public schools. It maintains that the Nation is itself an educational unit—that the States are as interdependent educationally as they are commercially and industrially—that educational backwardness in any single section, in any single State, in any single community is a matter of national concern—that every child is a child of the Nation as well as a child of the State and of the local community in which he may reside, and that the Nation *as a nation* has an interest and a stake in his proper education.

IN the meantime, the public is making demands upon the schools for results that are in many cases unattainable simply because the problems involved have not been subjected to a rigorous scientific analysis. Teachers are criticized for their failure to work what, under the present conditions of our knowledge, would be nothing less than miracles. That the prestige of the profession suffers from this situation is again not the basic evil; that the money invested in schools fails to make the return that it might make is not the most serious consequence of this neglect. The basic evil lies once more in the injustice that the people's children suffer because the people themselves are unwilling to provide for the welfare of their offspring the type of scientific service that they provide for their crops, their cattle, and their hogs.

The Smith-Towner bill has been framed to meet the national need for better schools and better teachers. Its provisions and its present status are fully discussed elsewhere in this *Journal.* It is mentioned here as the most important step that has yet been undertaken to make effective on a nation-wide scale the comprehensive program that the Association has projected.

When the bill has been written into law, a beginning will have been made toward the solution of the great problem—*a competent teacher for every public-school position in the United States.* But this will be only a beginning. The program of the Association is larger than the bill—larger than any form of legislation could possibly be. Its full realization will depend upon something more fundamental than law; it will depend upon the deep-lying motives that sway the hearts and minds of our people—their innate sense of justice and fair play, their appreciation of real values once these have been clearly demonstrated, their substantial idealism that has a way of rising on occasion to splendid heights of sacrifice and service.

Only as these fundamental forces are appealed to and directed toward the ends that the program seeks to attain can the promise of a new day in education be fulfilled.

VI

A profession can never be developed from without; wholesome growth and permanent gains come only through the operation of forces that work from within. The professions that today represent the highest standards of service very largely control the conditions governing that service. Their practices are governed by public laws, but these laws have usually been framed by the professions themselves and passed by the representatives of the people because the professions have taken the initiative and made the demand. Not only have the professions safeguarded the public interest by securing public legislation; they have safeguarded the public interest by voluntarily imposing upon themselves restrictions that may even impress the lay mind as needlessly oppressive.

It means much to the dignity and worth of a calling that its standards and ideals are self-determined. It implies a measure of public confidence that gives to the professional group a powerful prestige in its efforts to improve its service. To raise their profession to this plane of public confidence should be the aim of all teachers who have at heart the welfare and progress of education. Only united action can bring this about, and united action means, first of all, effective organization.

For the first time in the history of American education, the framework of such an organization has been set up. The National Education Association is now a federation of State and local teachers' organizations. Its deliberations and proceedings hereafter will be organized and conducted on the delegate basis. Its pronouncements will voice the opinions and record the judgments of the teaching public with a measure of fidelity that has hitherto been out of the question.

At the present time more than sixty thousand teachers speak through the National Education Association. By the close of the year, the number will be more than one hundred thousand. The voice of one hundred thousand teachers will be listened to by the public. Within a year this first condition needed to elevate teaching to the status of a real profession will be met. From that time forth the all-important question will be this—"How may this great organization which now has the ear of the public use the opportunity to promote public trust in its proposals?"

We speak frequently in these days about 'selling ideas.' The first step in selling an idea is to obtain a hearing. That point the Association will soon reach. The next step is to convince the prospective purchaser that the goods offered meet a real need, and that the price is consistent with the value. But in building up a permanent business the first sale is at best no more than a fair beginning. Only as the goods continue to satisfy will the market continue, and in proportion as the goods do satisfy, the confidence of the market in the merchant grows apace. It is that confidence that must be the goal toward which our efforts are directed. The items in the Association's program are the goods that are offered; the public is the market; the Association is the merchant. The public's confidence—its 'good will'—once it is assured, will be the Association's most important asset.

VII

The essential strength of the Association under its new organization lies in the vigor of its component units. The influence of each of these units adds to the power and prestige of the central body; and through the central body each unit partakes of the strength of all the others. To contribute to the development of each and every affiliat
organization is to increase the effecti
power of the Association as a whole.

> *WHEN the bill has been written into law, a beginning will have been made toward the solution of the great problem—a competent teacher for every public-school position in the United States. But this will be only a beginning. The program of the Association is larger than the bill—larger than any form of legislation could possibly be. Its full realization will depend upon something more fundamental than law; it will depend upon the deep-lying motives that sway the hearts and minds of our people—their innate sense of justice and fair play, their appreciation of real values once these have been clearly demonstrated, their substantial idealism that has a way of rising on occasion to splendid heights of sacrifice and service.*

The Association, then, has an impo
tant service to discharge in promotin
in every way consistent with its Charte
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belittle the public-school service, or em
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their duties. A clear implication
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in its Charter is the duty of protecti
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respect to avoid trouble. It has the mo
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the profession and in the profession
protection of its members it has both t
power and the determination to be
aggressively militant as the occasion m
demand.

VIII

There are two principles which,
the judgment of the Association, shou
be firmly established as public polic
because they are fundamentally essent
to the realization of the ideals that ha
been set forth in the preceding pa
graphs.

The first of these is the principle
equal salaries for equal service to
teachers of equivalent training, ex
rience, and success. This means, neg
tively, that the financial rewards

(*Continued on page* 13)

A National Program for Education[1]

Final Report of the Commission on Emergency in Education as Presented by Its Chairman at Salt Lake City

GEORGE D. STRAYER
Teachers' College, Columbia University

THE COMMISSION on the Emergency in Education was appointed by Mrs. Mary C. C. Bradford, then President of the National Education Association, and by Dr. Thomas E. Finegan, then President of the Department of Superintendence, in February, 1918. In addition to those thus appointed it was agreed that the Commission should include the members of the Executive Committee and of the Board of Trustees of the National Education Association. This group met in Washington at National Education Association headquarters immediately following the meeting of the Department of Superintendence in 1918 and at intervals during the two years just passed. The following is a summary of the work which the Commission has done.

SUMMARY OF ACTIVITIES

The heavy responsibilities for the national service placed upon the already depleted and overworked teaching personnel, together with the educational inadequacies and shortcomings revealed by the draft, led the Commission to undertake at once to devise ways and means of meeting the emergency. The confusion and congestion caused by war work in the schools received first attention. The Commission had no official status, but the Government agencies welcomed its coöperation as representing the public-school workers of the Nation. Through its efforts a 'Clearing House' was established at Washington; the activities of a score of departments, bureaus, and committees, all attempting to work through the schools, were coördinated, overlappings were eliminated, rival claims reconciled, and the entire range of 'war activities' so reorganized that they not only served their immediate purpose much better than before, but also fulfilled an educational function. Once this was accomplished, the Commission devoted its energies to the preparation of a program through which the outstanding defects of public education as revealed by the war might ultimately be remedied. The program which resulted was embodied later in the Smith-Towner bill, a measure which will be described in detail in subsequent paragraphs.

> *IT IS the crying shame that boys and girls of America today must go to school to teachers who are, as a group, less educated and less well trained professionally than are the teachers of any other civilized country in the whole world. It is hard to understand how anyone can remonstrate against national support for education and at the same time propose that there be equality of educational opportunities in our American democracy.*

The Commission made a scientific inquiry concerning the salaries of teachers throughout the Nation, and published a report thereon which was used as the basis of salary campaigns throughout the country.

It recommended to the Executive Committee the appointment of a Field Secretary, and thus made available to the teachers of the country this most important service which has been rendered them by this department.

It organized a committee on the enlistment of the profession, and devised plans which have proved most effective in helping to secure the large increase in the enrolment of active members in the Association.

It prepared a definite statement advocating the participation of teachers in the formulation of administrative policies and proposed a definite plan for coöperation of classroom teachers looking to the more complete democratization of the teaching profession.

Through a campaign of publicity carried on from the platform and in the magazines of the country, the Commission and the officers of the Association developed the earnest and effective coöperation of the public in support of measures for the proper recognition and the more adequate support of education.

It has secured the coöperation of civic organizations and forward-looking citizens throughout the Nation in support of the Smith-Towner bill, which is conceded to be the most important and far-reaching educational measure ever brought to the consideration of the Congress.

In a general statement which was prepared and circulated throughout the United States and in its special publications the Commission has tried to bring home to the profession and to the American people the crying need for a great national program which would give every boy and girl an opportunity for education in terms of adequately educated and professionally qualified teachers, courses of study which would provide for variations in ability and vocational outlook, longer school terms and more adequate school equipment. We have advocated the development of a program which will remove illiteracy, which will provide an opportunity for adult foreigners to come to understand our institutions and to participate in our national life, a program which will make provision in terms of health service for the national physical growth and development of every boy and which will make possible opportunities for education for boys and girls in rural America equal to those now enjoyed by children in our most enlightened urban communities.

SMITH-TOWNER BILL PREPARED

Members of the Commission recognized very early in their work that this great national program would require for its accomplishment the sanction and support of the Nation. The Commission therefore devoted its energies to the preparation of a bill embodying this program. This measure was first presented to Congress in the fall of 1918. The bill was distributed throughout the Nation and was revised in terms of the criticisms received from State, city, and county superintendents of schools, normal schools, university and college presidents, and others interested in the cause of public education. After such revision the bill was re-submitted to Congress and was known in the past session as the Smith-Towner education bill.

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[1] From the final report of the Commission on The Emergency in Education as presented by its Chairman to the National Education Association at Salt Lake City, July 6, 1920.

This measure has the unqualified endorsement of the sessions of the National Education Association at Pittsburgh and at Milwaukee and the meetings of the Department of Superintendence held in Chicago and Cleveland. Throughout the length and breadth of the land, educators and others interested in education have given their most earnest support to the measure. Among the organized groups that have endorsed the bill are the General Federation of Women's Clubs, the National League of Women Voters, the Daughters of the American Revolution, the National Woman's Trade Union League, Congress of Mothers and Parent-Teacher Associations, the National Council of Jewish Women, American Federation of Teachers, the American Library Association, and the Association of Collegiate Alumnae. In addition to these national bodies there have been hundreds of Chambers of Commerce, Rotary Clubs, Kiwanis Clubs, Women's Clubs, and others that have taken action in favor of the measure after the bill has been presented for their consideration and after the objections which might be expected to follow have been satisfied.

Department of Education Approved

Certain objections to the measure have been proposed from within as well as from outside our professional group. None of these objections have, in the minds of those responsible for the administration of public education in the United States, been considered valid after they have been presented by those who have proposed them. The bill provides for the establishment of a Department of Education with a Secretary in the President's Cabinet. The suggestion that it would be better to have a national board of education whose executive officer should be appointed by them was repudiated by the Department of Superintendence after a debate on this subject held at its last meeting. It seems clear that, if national leadership and a national sanction for the development of education are to be provided, the method already employed in the establishment of the departments of Agriculture, Commerce, and Labor should be followed.

There has been the sugestion that the establishment of such a department will lead to the centralization of authority over education and the necessary limiting of the States in their own efforts which is, in effect, guaranteed to them in the Constitution. The answer to this objection is found in the bill itself which provides that its provisions shall not be construed to require uniformity in the organization of the educational facilities in the States or of the plans or methods which are to be used in the development of education as encouraged by the bill. It is further provided in the Smith-Towner bill that the schools which are aided by provisions of the act shall be organized, supervised and administered solely by the legally constituted State and local educational authorities.

There are those who question the wisdom of the measure from an exactly opposite angle and who suggest that a National Department of Education should establish standards or that such standards should be written into the bill and form the basis for participation by the States in the appropriations that are made available. In reply to this argument it is proposed that, first of all, the bill itself provides minimum standards in the requirements that schools shall be open at least twenty-four weeks in the year, that compulsory education for children between seven and fourteen years of age shall be required and that no State may participate that does not require that the language of instruction in all schools, both public and private, during the elementary school period, be English. To require standards higher than those which can be met by States which has the least educational development would be to deny aid to those who need it most. The purpose of a national program as embodied in this bill is to equalize educational opportunities throughout the Nation.

It has been suggested by some of the critics of the measure that the bill should have specified the bureaus, divisions, or administrative units to be transferred to the Department of Education. It has seemed wiser to those who have studied the problem carefully to propose that the Bureau of Education be made the nucleus of the new department an that the transfer of other administrativ units be determined after careful stud and investigation have been made by th Secretary of Education in coöperatio with the other members of the President's Cabinet with whom he is associated. It would seem legitimate tha the Secretary of Education have, as hi most important duty during his firs year in office after conference with hi colleagues and with the President of th United States, to propose to the President and to the Cabinet the constitution of the department that would best serve the needs of the Nation. The Smoo bill, which proposes a reorganization o the several departments of the Government to the end that the waste o duplication and overlapping be eliminated, is in direct accord with our program. It seems doubtful whether any one who serves in the Cabinet can propose a plan which would satisfactorily determine which of the bureaus, divisions, or administrative units should be included in the new department.

Federal Aid Necessary

There are those who have objected to the appropriation of money by the National Government for removal of illiteracy, for Americanization of foreign born, for training teachers, for development of a program of health service and physical education and for equalization of educational opportunities. It is well to call to mind the fact that we have done much in the United States to provide for education in engineering and agriculture and in those studies which have been encouraged by the National Government in its appropriations to colleges of agriculture and mechanic arts; In like manner we have felt the need for encouraging education in industrial and household arts in secondary schools and have made much progress, due primarily to the encouragement offered through national appropriations for the purpose. There have been and I assume there always will be those who would deny the wisdom of appropriating money from the National Treasury for the purpose of strengthening our systems of public education. The reply to such an objection seems obvious. The person who is illiterate is not a good citizen. He may, in the hand of the demagog, become an enemy to our institutions. The man of foreign birth who has not had an opportunity to understand American life or to participate with us in the development of our institutions is, as we all know, undemocratic even to the point of seeking to destroy the society with which he is not in sympathy. The man who is physically unfit has neither the opportunity to enjoy life nor to contribute his part to the common good.

It is the crying shame that boys and girls of America today must go to school to teachers who are, as a group, less educated and less well trained professionally than are the teachers of any other civilized country in the whole world. It is hard to understand how anyone can remonstrate against national support for education and at the same time propose that there be equality of educational opportunities in our American democracy.

In recent years the National Government has gone into the States and into the localities within the States and taken from them their most remunerative sources of revenue while leaving to the State and to the locality the most expensive function of government. The Nation should contribute to the support of its schools and seek through such contribution an equalization of the opportunities provided.

HIGHER SALARIES SOUGHT

The Commission on the Emergency in Education has dealt with the problems of teachers' salaries. There was prepared for the Commission a report on salaries and salary schedules which brought together data which have proved valuable in salary campaigns throughout the United States. We recognize the necessity for larger salaries in order that the abler of our young men and women may find in teaching a life career. It is important that those who wish well for the public school system think of the salary question, not merely in terms of requests of teachers for more money, but more particularly from the standpoint of the kind of service which the schools may be able to secure. We need to bring to the attention of the people an analysis of the salary problem which will enable them to understand the need for increase, even to the extent of doubling the salaries paid in 1914. The significance of the salary paid is to be found in the opportunity which is provided to those entering the teaching profession for growth in efficiency in their chosen profession.

A National Obligation

Herbert Hoover

THE NATION as a whole, has the obligation of such measures toward its children, as a whole, as will yield to them an equal opportunity at their start in life. This responsibility and duty is not based alone upon human aspirations, but it is also based on the necessity to secure physical, mental and moral health, economic and social progress by the Nation. Every child delinquent in body, education, or character is a charge upon the community as a whole and a menace to the community itself. The children of strong physique, of sound education and character, are the army with which we must march to progress.

**From an address at the Annual Meeting of the American Child Hygiene Association, St. Louis, October* 11, 1920.

The community may pay a teacher barely enough for her existence. This means that the teacher, even though she is able to make no plans for the future, may have enough to buy food, clothing, and shelter, and to pay for the absolutely necessary dental and medical services. This *subsistence salary* in most of our city communities I would place, at the present time, at $1,500. The supposition is that there is to be good food, comfortable quarters, reasonably decent clothing, and satisfactory medical and dental care when the need arises.

If teachers are to be free from the anxiety of illness and old age, they must have a larger salary in order to make provision against these disabilities. This cannot be done on the lower salary level. An average of from ten to twenty per cent above the *subsistence salary* must be provided for what may be termed a salary providing *economic independence.*

We expect teachers to transmit to boys and girls not only the elements of reading, writing, and arithmetic, but also ideals and standards which are peculiar to our race and to our country. If teachers are to work systematically with children in the development of this broader training in citizenship, they must have what may be termed a *cultural salary.* By that I mean that they may be able to have books and magazines, to enjoy good music, to travel, to continue their professional study, and the like. The mere economic independence which they may enjoy on a $1,800 salary will not provide for their personal growth and development and for their cultural life which is so essential to the best teaching. Another twenty per cent must be added to the $1,800 salary if this desired result is to be secured.

If teaching is to be made attractive to the ablest of our young men and women, there must be a higher minimum salary available for those who do work of a very high order in their profession. This salary, which might be called a *professional salary,* should be available for all who have spent their time and money in preparing to teach and show unusual professional ability, whether they teach in the first grade or in the high school. We have made a very great mistake in drafting the best of our classroom teachers for the supervisory and administrative posts, for which often they are not peculiarly fitted. We need capable teachers in the classroom not only for the work which they will do for the boys and girls with whom they are associated, but for the sake of lifting the profession in the estimation of the community, and for the sake of making it attractive to capable young men and women. Salaries for unusually capable teachers should be equal to the salaries of successful workers in other callings.

TASK OF THE MOMENT

The task of the moment is to secure the passage of the Smith-Towner bill by Congress. The measure of our professional zeal and our efficiency as a group will be found in the degree to which we are able to work together and to enlist public support for the Smith-Towner bill.

We believe that the friends of public education are more numerous than the enemies of our public schools. We are confident that we are approaching the day when education shall have its place in the councils of the Nation; when the Secretary shall sit at the Cabinet table to propose for the consideration of the President and his associates such measures as will make for the realization of a more efficient system of public schools throughout the Nation. We believe that America—free, just, and efficient—will make good the promise of democracy and that on the foundation laid in a greater American school system will arise the Greater American Republic.

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Fred M. Hunter
President

J. W. Crabtree
Secretary

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Department of Education

THE political atmosphere at the Nation's Capital is surcharged with expectancy and uncertainty. All want to know; some say they know; but nobody knows. The Sixty-sixth Congress is now in its closing session. What may be accomplished during this short session is purely conjectural. The leaders of both House and Senate have announced that no general legislation will be considered, only the necessary appropriation bills. The new President and the new Congress will not take office till the fourth of March. It is considered certain that President Harding will call the Sixty-seventh Congress in special session sometime in March. The newspaper correspondents have filled all the Cabinet positions many times over, including the Department of Education, but the one man who knows has not spoken.

Anticipating the enactment of legislation during the new administration for the reorganization of the Executive Departments, several bills on this subject have been introduced, although it is not expected that any of them will be passed during this session. It is too early to give a complete list of these bills and the provisions of each. One would abolish the Department of Interior and create a Department of Public Works; another would do the same, and also create a Department of Public Welfare; and still another would establish a Department of Social Welfare. All would more or less rearrange existing bureaus. The first would transfer the Bureau of Education to the Department of Labor; the second would place it in the Department of Public Welfare; while the third would include it in the Department of Social Welfare.

While we would favor reorganization of the Departments in the interest of efficiency, and would not oppose the creation of other new departments, it is apparent that these bills do not meet the needs of education, for none of them would give any greater recognition to education than it now has nor make any more generous provisions for its promotion and support. Education would be left in a bureau, on a par with fisheries, plants and animals, but with much smaller appropriations than these. There are nearly ten times as many employes in the Bureau of Animal Industry as in the Bureau of Education, and the Government spends four times as much per head on the cattle, horses, mules, sheep and hogs of the country through the Bureau of Animal Industry as it spends per capita on the school children of the country through the Bureau of Education, and the Bureau of Animal Industry is only one of several similar bureaus in the Department of Agriculture. Even if one of these bills were passed the friends of education would have to keep right on working for a Department of Education. We ask no less for live stock but more for children.

The Smith-Towner bill would lift education out of the subordinate position in which it has so long been submerged and give it equal recognition with agriculture, commerce and labor, with a Secretary in the President's Cabinet. President-elect Harding declared in his statement to the committee of the National Education Association, at Marion, on October first, that *"Education is so intimately related to every phase of human welfare and to the perpetuity of our free institutions that it must be considered of primary importance in every program for social betterment."* Is it not imperative that a matter of such *"primary importance"* be given *primary recognition?* We do not object to a Department of Public Welfare, but we must continue to insist on a Department of Education.

There is abundant evidence that the movement for a Department of Education is gaining in public support. Of course there is opposition, and no doubt some of it is sincere, but the opposition which is most heard is based on mi apprehension and misrepresentation, ar must break down when the truth known and understood. It is absurd state that under the provisions of t Smith-Towner bill control of the publ schools would be centralized in Was ington, when it specifically provides f State and local control. But eve knock is proving a boost. The frien of public education are becomi aroused. They are asking why tho who have never demonstrated any pa ticular love for the public schools shoul presume to be so concerned about the welfare, and they very logically conclu that public education is safest in t hands of its friends. The Americ people have a way of finding out wh is right and best and then bringing to pass.

The time is critical. The friends public education have an opportuni right now to show their devotion a loyalty by working for a Department Education. Never mind the timid a the doubting. This is a time for actio Congressmen and Senators are alwa pleased to hear from their constituent A hundred telegrams and letters to eac could not tell all the needs of educatio Our friends will help, too. We ha some powerful allies in this cause. Si of the great national organizations women are aggressively supporting t movement, and many national organiz tions of men are rising in support of t highest welfare of the public schoo The justice of the cause appeals to near all patriotic citizens.

The proper recognition and prom tion of education by the Federal Go ernment is so fair and reasonable and s clearly essential to the preservation a development of all that is best in o national life that it is sure to come. may be delayed but it can not be d feated. In spite of doubts and complic tions and opposition there will yet co to education the dawning of a bright day.

Our National Association

THERE IS a growing tendency the part of members of the N tional Education Association, partic larly officers of affiliated State and loc associations, to speak of it as "Our N tional Association." This is natur and proper. Under the revised Chart and By-laws the Association is no long an independent organization, but a fe eration of affiliated State and local a sociations, which, through their chos delegates, elect its officers and control its policies.

As an organization it is simply these State and local associations functioning unitedly and nationally. The Association should be to every teacher in the United States "Our National Association," just as each of the State associations should be to all the teachers in the respective states, "Our State Association." Loyalty on the part of all teachers to their State and national associations will mean much in promoting the interests of the teachers and of the profession.

Salaries and Standards

HIGH MINIMUM salaries for teachers without proper standards of professional equipment are sure to work to the detriment of both the schools and the teachers. The changes now taking place in our industrial conditions will soon make this fact apparent.

There is always a shifting industrial class which changes from one occupation to another, attracted by the available positions which pay the best salaries. For several years those who make up this class have been employed in the various occupations which have paid high wages. Teaching has had no attraction for them because of the comparatively low salaries of teachers. They have no professional spirit, little if any professional training, and would never engage in teaching except for the money they may get out of it.

The demand for workers at high wages is growing less. It is already noticeable that many who have been otherwise employed are turning to teaching, not as a profession and not because they love the work or are fitted for it, but simply to take advantage of the increased salaries that have been granted teachers which in many places have not been safeguarded by proper professional standards.

This shifting class of workers is not turning to the legal or medical professions, because the requirements of these professions are such that they could not be admitted without years of study, which they are quite unwilling to pursue. For the same reasons they are not turning to the other professions, but because in very many States "almost anybody can get a license to teach school" they are turning to teaching. Not only are they coming into open competition with competent, trained teachers, but their admission will prove disastrous to the interests of the unfortunate pupils who may come under their influence.

The remedy is simple enough. Legislatures must throw around the teaching profession the safeguards of high professional standards. The intellectual and moral development of youth should be protected by law from the quackery of untrained teachers as their bodies are protected from the quackery of untrained physicians. If the teaching profession is to be elevated in public esteem it must be protected from the demoralizing influence of the incompetent and untrained. Our slogan must be not merely *higher salaries,* but *higher salaries and higher standards.*

EDUCATIONAL OPINION

The Awakening

HAPPILY, the awakening has come at last. There were those who saw a new National Education Association, a modern institution, that must grow in structural strength and scope, and through these in service and achievement. They envisioned an edifice that was representative of every phase of American educational effort, and saw the necessity of welding the various forces into an organized whole, capable of expressing effectively, comprehensively and eloquently the educational tendencies and aspirations of the entire Nation.

Build up the National Education Association. Let its leaders strive for numerical strength, for democratic methods, for the highest degree of service. Let the organization command the attention, the respect and the confidence of the statesmanship, of the press and the public of an entire country to the end that it may render a higher and nobler service to the cause of popular education and the progress of the Nation.—*School Board Journal.*

The New N. E. A.

THAT THE new N. E. A. is uniformly welcome is everywhere apparent. We are sure that the registration will go above 100,000 this year, and it will be no surprise if it goes above 200,000. This will give a financial support and organized sentiment that will make anything possible.

The new National Education Association will inevitably be the greatest professional organization of any kind in the world. To oppose it would be foolish, to doubt it would be silly. The teachers of America welcome it heartily, and they will support it with virtual unanimity.—Dr. A. E. Winship in the *Journal of Education.*

A Matter of Common Sense

WITH the suffrage extended to women, there is even greater need than ever before in the history of the Republic for an educated electorate. Every specialist worth his salt knows that all other methods of Americanization are as nothing compared with the value of the public school, and particularly the public school treated as a community center and accessible to young and old.

It ought to be and will be viewed as a grave public scandal, therefore, if we do not stiffen the appropriations for educational purposes everywhere and work out that relationship of the Central Government to the States in the matter of educational development that is the crying need of the hour. During the last sessions of Congress all sorts of futile efforts were made to pass a law which would set up a real and not a makeshift Department of Education, with a Secretary in the Cabinet and with appropriation apportioned to the several States in due degree to their coöperation with the federal board. There is no invasion of States' rights in such a measure. It helps the States reach that educational level that the best minds of the country realize must be attained to get results in the future. That the country should gag over the expenditure of the proper amount necessary to secure trained teachers is unthinkable. It is about time we faced this issue flatly and realized that it is not a matter of sentimental altruism but of downright common horse sense. We have backed too many wrong horses in a wasteful way in our national budgets, and now is the time to put our money on the right team, the well-trained teacher in a properly appointed school.—*Philadelphia Ledger.*

THE EDUCATIONAL ADVANCE

California

HAS adopted by a vote of almost two to one an amendment to the constitution providing for the financing of elementary and secondary schools. The amendment was prepared by a committee of the California Teachers' Association and is considered the most important educational measure submitted to the people of California since 1849.

This amendment fixes the annual State contribution for elementary schools at $30 per pupil, which is an increase of approximately 50 per cent and makes it impossible to reduce this amount except by vote of the people; and fixes the annual State contribution for high school purposes at $30 per pupil, which is an increase of 100 per cent.

It writes into the constitution the provisions of the county high school fund bill, which more than any other law has promoted the development of high schools in California; and the provisions of the county elementary school tax law, making their repeal impossible except by vote of the people. It guarantees that all the money raised by the State and 60 per cent of the money raised by the county for school purposes shall be used for *teaching*.

Georgia

HAS adopted constitutional amendments which practically create a new educational constitution so that for the first time Georgia may be called a public school State, according to State Superintendent M. L. Brittain. The last constitutional convention in Georgia met in 1877. It was hostile to public education and because of experiences with carpet-bag government it curtailed the taxing power, making it almost impossible to obtain local aid for education through local taxation. To remedy this situation two amendments to the constitution were ratified by large majorities by the people on November 2. The first amendment requires every county to levy a local tax throughout its boundaries in addition to State aid received. The second removes restrictions against State appropriations for high schools.

Louisiana

RATIFIED two amendments on November 2. The first provides for additional school tax of one mill on the State assessment. The funds realized from this additional tax will amount to between a million and a half and two million dollars and are to be distributed on the basis of school population. The second amendment fixes the tax levy in New Orleans at seven mills on the city assessment, which increases the revenues of that city by several million dollars.

Nebraska's

STATE superintendency is changed from a two to a four-year office, with a salary change from $2,000 to $5,000 per year by a constitutional amendment adopted by the people.

Richmond's New Schedule

A NEW single salary schedule h
been adopted by the Board of Ed
cation of Richmond, Virginia, whi
places that city in the lead among sout
ern cities. The schedule is based
the recommendation of the Nation
Education Association as contained
the Evenden report. The minimu
salary is $1,200 and the maximu
$1,800 for teachers having two years
professional training, and up to $2,40
for college graduates, applicable to a
grades. The total increase is abo
thirty-four per cent and will add $366
000 to the annual budget. To ta
effect this schedule must be approv
by the City Council, which levies th
tax. It was unanimously agreed upo
by the teachers of Richmond, at who
request Field Secretary Hugh S. Magi
appeared before the Board and presente
arguments in its support. Members
the Board expressed themselves as bein
particularly impressed by the Field Se
retary's report of the salaries' schedul
recently adopted by other leading citie

Denver's Salary Schedule

THE BOARD of Education of Denver, Colorado, has adopted and put into operation a new salary schedule which adds over half a million dollars to the school budget and which is based on the principle that teachers with equivalent ability, training, and experience should be paid the same salaries whether they teach in high school, junior high school, or elementary school. Superintendent Jesse H. Newlon and his teachers are enthusiastic over the situation, Denver being the first large city to adopt a straight-out single schedule.

The minimum professional training required for appointment to a position in the elementary schools is graduation from a standard two-year normal school course (two years above the high school) or its equivalent. The provisions of the schedule apply to all grades in the schools so that equal qualifications command equal pay throughout the system.

Approved experience up to two years in other school systems is recognized in the new schedule and liberal provision is made for leaves of absence for advanced study or for sickness. The schedule became effective December 1, and provides immediate increases ranging from $500 down.

Preparation	*Minimum*	*Maximum*	*Yearly Increases*
Normal school graduate (high school plus two years) or less	$1,200	$2,040	7 x $120
High school plus three years		2,280	2 x 120; above $2,040 maximum
High school plus four years (for teachers with four years of professional training not organized so as to obtain a degree from a standard college or university)		2,520	2 x 120; above $2,280 maximum
A. B. degree from standard college or university	1,500	2,880	8 x 150 and 1 x 180
A. M. degree		3,080	2 x 100 above A. B. maximum
Teachers appointed in last few years who have less than the minimum requirement as to preparation		1.800	6 x 100

Teacher Situation—City Schools

THE SALARIES, training and experience of public school teachers in the United States have long been known to be inadequate to maintain the schools at a reasonable standard of performance. Salaries were so low before the war that schools were fast drifting into inefficiency. If the cost of living had remained stationary, far-sighted management of public education would have required that salaries be greatly increased all along the line. But the cost of living doubled between 1914 and 1920, leaving teachers' salaries much more inadequate than they had previously been. Full light is thrown on the seriousness of the situation by a report, *Know and Help Your Schools,*[1] which represents careful investigation of the teacher situation in 359 cities of 8,000 population or more, conducted by a committee, which is composed of 33 secretaries of chambers of commerce and 33 superintendents of schools. Dr. George D. Strayer, Professor of Educational Administration, Teachers' College, Columbia University, is Chairman of the Committee. Much of the work of preparing the report was done by Dr. M. G. Neale, Professor of Educational Administration, University of Missouri, and Dr. E. S. Evenden, who prepared the monumental report on Teachers' Salaries, which was published by the National Education Association in 1919.[2]

By consulting the figures here reproduced it is possible for any interested person to compare the salaries paid women elementary teachers in his city with salaries paid in other cities of the same size in his section of the country. By consulting the full report it is possible to obtain similar information for women high school teachers.

The table at the right shows salary increases for various groups of teachers in the various classes of cities during the period from 1913-14 to 1919-20. The net increase is only 61 per cent.

Median Salaries Paid to Women Elementary Teachers During School Year 1919-20

CITIES 8,000 TO 30,000 POPULATION

Eastern States

Ansonia, Conn.	$1,550
Central Falls, R. I...	1,339
Melrose, Mass.	1,334
West Springfield, Mass	1,322
Arlington, Mass.	1,281
Beverly, Mass.	1,244
Montclair, N. J.	1,240
Weymouth, Mass. ...	1,229
Englewood, N. J. ...	1,211
Middletown. Conn. ..	1,203
Methuen, Mass.	1,157
Greenfield, Mass.	1,155
New Brunswick, N. J.	1,153
Clinton, Mass.	1,145
Plainfield, N. J.	1,133
Tonawanda, N. Y. ..	1,129
Enfield, Conn.	1,117
Gardner, Mass.	1,061
Revere, Mass.	1,056
Lackawanna, N. Y. ..	1,050
Glens Falls, N. Y. ...	1,048
North Attleboro, Mass.	1,041
Norwich, Conn.	1,039
Sharon, Pa.	1,038
Easthampton, Mass. .	1,035
Little Falls, N. Y. ..	1,025
Oneida, N. Y.	1,009
Attleboro, Mass.	1,003
New London, Conn. .	994
Olean, N. Y.	985
Asbury Park, N. J...	981
Cohoes, N. Y.	963
Latrobe, Pa.	960
Rahway, N. J.	955
Port Chester, N. Y...	955
Marlboro, Mass.	947
Carbondale. Pa.	942
Bradford, Pa.	913
Kingston, N. Y.	909
Gloversville. N. Y. ..	904
Monessen, Pa.	880
Waterville, Me.	870
Norwalk, Conn.	861
Saratoga Springs, N. Y.	860
Titusville, Pa.	860
Lebanon, Pa.	857
Charleroi, Pa.	850
Dunkirk, N. Y.	845
Pottsville, Pa.	845
Bridgeton, N. J.	838
Oneonta, N. Y.	821
Phoenixville, Pa.	799
Millville, N. J.	789
Tyrone, Pa.	785
Fulton, N. Y.	782
Granville, N. Y.	773
Lansford, Pa.	766
Keene, N. H.	763
Laconia, N. H.	758
Lewistown, Pa.	747
Bath, Me.	747
Carlisle, Pa.	746
Columbia, Pa.	746
Coatesville, Pa.	740
Auburn, Me.	725
Owego, N. Y........	590

Great Lakes States

East Cleveland, Ohio.	$1,795
Painesville, Ohio	1,330
Ann Arbor, Mich. ...	1,250
Waukegan, Ill.	1,177
La Salle, Ill.	1,139
Elyria, Ohio	1,133
Port Huron, Mich. ..	1,110
Ironton, Ohio	1,104
Janesville, Wis.	1,094
Newark, Ohio	1,085
S'lt Ste. Marie, Mich.	1,058
Richmond, Ind.	1,054
Blue Island, Ill.	1,053
Jefferson, Ind.	1,050
Mishawaka, Ind.	1,048
Adrian, Mich.	1,045
Fond du Lac. Wis. ..	1,041
Ishpeming, Mich. ...	1,021
Warren, Ohio	1,017
Chicago Heights, Ill..	1,007
Alliance. Ohio	1,007
Niles, Ohio	991
Middletown, Ohio ...	980
Belleville, Ill.	967
Fremont, Ohio	967
Owosso, Mich.	954
Zanesville, Ohio	939
Huntington, Ind.	936
Logansport, Ind.	936
Vincennes, Ind.	933
Kankakee, Ill.	925
Shelbyville, Ind.	913
Beloit, Wis.	912
Mount Vernon, Ohio.	906
Hobart, Ind.	903
Findlay, Ohio	900
Marion, Ohio	899
New Philadelphia, O.	894
Alton, Ill.	885
Appleton, Wis.	876
Lincoln, Ill.	869
Champaign, Ill.	863
Taylorville, Ill.	861
Streator, Ill.	857
Ludington, Mich. ...	856
Cairo, Ill.	853
Crawfordsville, Ind. .	853
Ottawa, Ill.	850
Xenia. Ohio	848
East Palestine, Ohio..	847
Chillicothe, Ohio	846
Benton Harbor, Mich.	845
Bedford, Ind.	814
Frankfort, Ind.	811
Kewanee, Ill.	789
Alpena, Mich.	783
Cadillac, Mich.	783
Granite City, Ill.	772
Traverse City, Mich...	765
Cambridge, Ohio	689
Elwood, Ind.	675
Belle Center, Ohio ..	663
Coshocton, Ohio	663

Great Plains States

Virginia, Minn.	$1,435
Independence, Kans. .	1,351
Aberdeen, S. Dak. ...	1,094
Keokuk, Iowa	1,093
Fargo, N. Dak.	1,064
Waterloo (E. S.), Ia..	1,032
Burlington, Iowa	1,025
Ottumwa, Iowa	1,011
Mankato, Minn.	1,004
Sapulpa, Okla.	996
Iowa City, Iowa	964
Marshalltown, Iowa .	950
Hutchinson, Kans. ..	935
Mason City, Iowa ...	934
Salina, Kans.	933
Atchinson, Kans.	923
Beatrice, Neb.	919
Boone, Iowa	904

(Continued on page 12)

INCREASES IN TEACHERS' SALARIES FROM 1913-14 TO 1919-20. FOR VARIOUS GROUPS OF TEACHERS IN CITIES OF DIFFERENT SIZES

	Median 1913–14	Median 1919–20	Increase in Dollars	Per Cent Increase
In Cities from 8,000 to 30,000 Population:				
Men Elementary Teachers	946	1,262	316	33
Women Elementary Teachers	597	950	353	59
Men Junior High School Teachers	1,079	1,446	367	34
Women Junior High School Teachers	707	1,059	352	50
Men Senior High School Teachers	1,095	1,598	503	46
Women Senior High School Teachers	838	1,212	374	45
In Cities from 30,000 to 100,000 Population:				
Men Elementary Teachers	1,094	1,553	459	42
Women Elementrary Teachers	669	1,087	418	62
Men Junior High School Teachers	966	1,494	528	55
Women Junior High School Teachers	783	1,253	470	60
Men Senior High School Teachers	1,282	1,807	525	41
Women Senior High School Teachers	944	1,388	444	47
In Cities of Over 100,000 Population:				
Men Elementary Teachers	1,078	1,626	548	51
Women Elementary Teachers	807	1,293	486	60
Men Junior High School Teachers	1,300	1,774	474	36
Women Junior High School Teachers	850	1,478	628	74
Men Senior High School Teachers	1,538	2,080	542	35
Women Senior High School Teachers	1,221	1,758	537	44
In Cities of 8,000 Population and Over:				
Men Elementary Teachers	1,040	1,517	477	46
Women Elementary Teachers	724	1,154	430	60
Men Junior High School Teachers	1,094	1,594	500	46
Women Junior High School Teachers	744	1,278	554	74
Men Senior High School Teachers	1,370	1,880	480	35
Women Senior High School Teachers	989	1,479	490	50
Men and Women Teachers in Elementary, Junior and Senior High Schools	768	1,235	467	61

In 1913–14 one-half of the men elementary teachers in cities with a population of from 8,000 to 30,000 received less than $946. In 1919–20 one-half of the same group were receiving less than $1,262, an advance of $316 or 33%.

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[1] The report is published for the Committee by the American City Bureau. Single copies may be had postpaid for twenty cents; ten or more copies for fifteen cents each. Orders should be sent to Mr. Fred A. Richardson, Executive Secretary, American City Bureau, Tribune Building, New York City. Every member of an urban school board in the United States should study the report carefully.

[2] Teachers' Salaries and Salary Schedules in the United States, 1918–19. E. S. Evenden. Commission Series No. 6, National Education Association, Washington, D. C.

TEACHER SITUATION

(Continued from page 11)

Parsons, Kans.	900
Clinton, Iowa	871
Bartleville, Okla.	854
Fort Scott, Kans.	840
Red Wing, Minn.	821
Winfield, Kans.	804
Pittsburg, Kans.	776
Coffeyville, Kans.	775
Shawnee, Okla.	740
Iola, Kans.	647
Cape Girardeau, Mo.	635
Jefferson City, Mo.	593
Columbia, Mo.	584
Hannibal, Mo.	574
Independence, Mo.	555

Western States

Helena, Mont.	$1,658
Missoula, Mont.	1,438
Great Falls, Mont.	1,360
Casper, Wyo.	1,353
Vallejo, Cal.	1,347
Walla Walla, Wash.	1,293
Cheyenne, Wyo.	1,275
Phoenix, Ariz.	1,260
Hoquiam, Wash.	1,252
Santa Clara, Cal.	1,250
Everett, Wash.	1,248
Santa Barbara, Cal.	1,235
Pocatello, Idaho	1,220
Chico, Cal.	1,167
Eureka, Cal.	1,135
San Bernardino, Cal.	1,106
Riverside, Cal.	1,085
Vancouver, Wash.	1,067
Greeley, Colo.	1,025
Boulder, Colo.	1,017
Tucumcari, N. Mex.	1,013
Santa Ana, Cal.	955
Sandpoint, Idaho	850

Southern States

Greenville, Miss.	$1,275
Spartanburg, S. C.	954
Parkersburg, W. Va.	920
Denison, Texas	894
Fort Smith, Ark.	879
Bluefield, W. Va.	864
Winchester, Va.	863
Alexandria, La.	850
Alexandria, Va.	815
Columbus, Miss.	809
Bessemer, Ala.	789
Palestine, Texas	788
Clarksburg, W. Va.	773
Meridian, Miss.	768
Martinsburg, W. Va.	757
Selma, Ala.	750
Suffolk, Va.	750
Sherman, Texas	750
Paducah, Ky.	744
Corsicana, Texas	740
Brunswick, Ga.	730
Durham, N. C.	726
Frederick, Md.	723
Elizabeth City, N. C.	650
Marshall, Texas	650
Cleburne, Texas	648
Rome, Ga.	644
Owensboro, Ky.	640
Anniston, Ala.	636
Waycross, Ga.	633
Laurel, Miss.	573
Henderson, Ky.	543
Jackson, Tenn.	471

CITIES 30,000 TO 100,000 POPULATION

Eastern States

Holyoke, Mass.	$1,847
Hoboken, N. J.	1,707
Brookline, Mass.	1,656
Newton, Mass.	1,482
Meriden, Conn.	1,400
New Rochelle, N. Y.	1,352
Passaic, N. J.	1,327
Waltham, Mass.	1,322
Woonsocket, R. I.	1,317
Waterbury, Conn.	1,316
Chelsea, Mass.	1,307
Newport, R. I.	1,245
Bayonne, N. J.	1,236
Everett, Mass.	1,218
New Britain, Conn.	1,169
Allentown, Pa.	1,090
Schenectady, N. Y.	1,089
Garfield, N. J.	1,063
Wilkes-Barre, Pa.	1,053
Lewiston, Me.	1,052
Troy, N. Y.	1,038
Malden, Mass.	1,025
Binghamton, N. Y.	1,022
Perth Amboy, N. J.	1,010
Auburn, N. Y.	1,008
Jamestown, N. Y.	1,007
Newburgh, N. Y.	1,007
Elmira, N. Y.	994
Altoona, Pa.	979
Elizabeth, N. J.	950
Hazelton, Pa.	898
Harrisburg, Pa.	885
New Castle, Pa.	854
Watertown, N. Y.	843
Portland, Me.	823

Great Lakes States

Superior, Wis.	$1,378
Oak Park, Ill.	1,281
Rock Island, Ill.	1,226
Gary, Ind.	1,213
Battle Creek, Mich.	1,204
Racine, Wis.	1,188
Hammond, Ind.	1,179
Quincy, Ill.	1,153
Joliet, Ill.	1,146
Saginaw (E. Side), Mich.	1,145
Jackson, Mich.	1,139
Rockford, Ill.	1,119
Springfield, Ill.	1,115
Peoria, Ill.	1,108
Kalamazoo, Mich.	1,050
Terre Haute, Ind.	1,031
South Bend, Ind.	1,017
Aurora (East), Ill.	1,014
Decatur, Ill.	996
Kenosha, Wis.	976
Flint, Mich.	966
La Crosse, Wis.	964
Aurora (West), Ill.	957
Springfield, Ohio	954
Moline, Ill.	924
Muskegon, Mich.	915
Oshkosh, Wis.	901
Green Bay, Wis.	892
Portsmouth, Ohio	822

Great Plains States

Lincoln, Neb.	$1,381
Sioux City, Iowa	1,323
Dubuque, Iowa	1,220
Davenport, Iowa	1,217
Cedar Rapids, Iowa	1,123
Wichita, Kans.	1,084
St. Joseph, Mo.	1,069
Muskogee, Okla.	974
Springfield, Mo.	841

Western States

Butte, Mont.	$1,665
Berkeley, Cal.	1,612
San Jose, Cal.	1,550
Long Beach, Cal.	1,409
Sacramento, Cal.	1,398
Fresno, Cal.	1,278

Southern States

Lynchburg, Va.	$1,004
Wheeling, W. Va.	985
Shreveport, La.	950
Covington, Ky.	927
Winston-Salem, N. C.	828
Lexington, Ky.	795
Mobile, Ala.	746
Austin, Texas	741
Roanoke, Va.	695
Montgomery, Ala.	655

CITIES 100,000 POPULATION AND OVER

Eastern States

Buffalo, N. Y.	$1,599
Worcester, Mass.	1,523
Bridgeport, Conn.	1,521
Fall River, Mass.	1,518
Yonkers, N. Y.	1,423
Newark, N. J.	1,420
Springfield, Mass.	1,373
Jersey City, N. J.	1,255
Lynn, Mass.	1,235
Rochester, N. Y.	1,210
Paterson, N. J.	1,202
Providence, R. I.	1,140
Camden, N. J.	1,048
Erie, Pa.	1,038
New Bedford, Mass.	1,037
Scranton, Pa.	985
Trenton, N. J.	962

Great Lakes States

Chicago, Ill.	$1,944
Cincinnati, Ohio	1,770
Milwaukee, Wis.	1,563
Cleveland, Ohio	1,448
Columbus, Ohio	1,400
Detroit, Mich.	1,355
Grand Rapids, Mich.	1,115

Great Plains States

St. Paul, Minn.	$1,428
Omaha, Neb.	1,364
St. Louis, Mo.	1,336
Des Moines, Iowa	1,317
Minneapolis, Minn.	1,298
Kansas City, Kans.	1,060

Western States

Oakland, Cal.	$1,814
Seattle, Wash.	1,659
Denver, Colo.	1,513
Los Angeles, Cal.	1,488
Spokane, Wash.	1,289
Salt Lake City, Utah.	1,142

Southern States

Atlanta, Ga.	$1,254
New Orleans, La.	1,234
Baltimore, Md.	1,186
Richmond, Va.	1,071
San Antonio, Texas	1,060
Memphis, Tenn.	1,025
Louisville, Ky.	880

DISTRIBUTIONS OF SALARIES OF ALL TEACHERS OF ALL SCHOOLS OF THE CITIES REPORTING FOR THE YEAR 1919-1920

	Men Elem. Teachers	Women Elem. Teachers	Men Jr. H.S. Teachers	Women Jr.H.S. Teachers	Men Sr.H.S. Teachers	Women Sr.H.S. Teachers	Totals	Per Cent of Total
Less than $300	0	0	0	0	1	0	1	00.0
300-$399	1	83	0	0	1	1	86	00.1
400- 499	2	222	0	2	1	7	234	00.3
500- 599	6	442	1	15	1	18	483	00.7
600- 699	9	1,162	0	51	2	28	1,252	01.7
700- 799	13	2,819	5	105	6	43	2,991	04.2
800- 899	16	4,775	4	179	1	200	5,175	07.2
900- 999	40	6,159	22	387	35	414	7,057	09.6
1,000-1,099	42	8,044	16	363	57	683	9,205	12.6
1,100-1,199	44	5,893	28	427	67	728	7,187	09.8
1,200-1,299	99	5,918	51	511	157	1,045	7,781	10.7
1,300-1,399	68	4,966	47	402	170	891	6,544	08.9
1,400-1,499	99	2,959	37	348	239	761	4,443	06.3
1,500-1,599	105	4,218	59	234	328	849	5,793	07.9
1,600-1,699	91	3,383	60	242	383	777	4,936	06.7
1,700-1,799	52	1,269	41	193	387	621	2,563	03.5
1,800-1,899	74	851	53	165	434	677	2,254	03.2
1,900-1,999	50	172	42	178	440	421	1,303	01.8
2,000-2,499	93	438	63	53	1,078	993	2,718	03.8
2,500-2,999	5	1	4	2	428	148	588	00.8
3,000 and over	5	0	0	0	151	27	183	00.2
Totals	914	53,774	533	3,857	4,367	9,322	72,767	100.0
Q1	$1,256	$964	$1,313	$1,062	$1,607	$1,220	$1,010	
Median	1,517	1,154	1,594	1,278	1,880	1,479	1,235	
Q3	1,797	1,397	1,854	1,544	2,052	1,788	1,537	

One-half of the men elementary school teachers in all cities reporting receive less than the median salary, $1,517. Three-fourths receive less than $1,797 (Q3) and one-fourth less than $1,256 (Q1).

THE TABLE above shows the distribution of the salaries of all teachers in all cities reporting for the year 1919-20. The full report contains similar tables for superintendents, assistant superintendents, supervisors, principals, librarians, showing salary distribution in each of the three groups of cities, and for each of the various groups of teachers.

The median salary paid men and women teachers in elementary, junior and senior high schools was $768 in 1913-14 and $1,235 in 1919-20—an increase of $467 or 61 per cent. During the same time the increase in the cost of living has been over one hundred per cent.

From the table given below it is possible to tell how many teachers in each of the groups noted have had the number of years of training above the eighth grade indicated at the left of the table. The report contains a similar table showing the distribution of experience.

The complete report also contains suggestions for local study and action on the teachers' salary problem. It is suggested that a central committee be formed of the educational committee of the chamber of commerce and an equal number of the school staff selected by the board of education upon the nomination of the superintendent of schools. Suggestions are given for the collection of data, for the development of a program covering a period of years, and for the determination of the kind of campaign necessary. A select list of sources of information is added.

DISTRIBUTION OF NUMBER OF YEARS OF TRAINING ABOVE EIGHTH GRADE RECEIVED BY TEACHERS

	Men Elem. Teachers	Women Elem. Teachers	Men Jr. H.S Teachers	Women Jr. H.S. Teachers	Men Sr. H.S. Teachers	Women Sr. H.S. Teachers	Totals	Per Cent of Total
Less than 1 Year	65	264	8	19	12	13	316	00.49
1 Year	42	436	4	15	19	18	492	00.77
2 Years	88	1,014	16	41	45	39	1,155	01.82
3 Years	68	1,563	18	51	50	49	1,731	02.73
4 Years	242	6,001	74	338	212	477	7,102	11.21
5 Years	146	5,398	53	297	135	282	6,165	09.73
6 Years	456	24,893	180	1,229	450	831	27,583	43.55
7 Years	98	4,105	85	391	308	566	5,455	08.69
8 Years	194	2,598	139	699	1,170	4,283	9,489	15.00
9 Years	30	565	38	287	563	1,197	2,650	04.18
10 Years	13	213	18	85	229	349	894	01.42
11 Years	3	38	3	13	45	79	178	00.28
12 Years	4	33	4	7	44	38	126	00.20
Totals	1,449	47,121	640	3,472	3,882	8,221	63,336	100.00
Q1	4.41	5.46	5.75	6.09	7.15	7.61	5.82	
Median	6.16	6.36	6.86	6.79	8.40	8.43	6.53	
Q3	6.96	6.83	8.30	8.32	8.94	8.91	7.54	

One-half of the men elementary school teachers in all cities reporting have had less than the median 6.16 years of training above the 8th Grade. Three-fourths have had less than 6.96 years of training above the 8th Grade and one-fourth less than 4.41 years.

A Platform of Service

(*Concluded from page* 4)

teaching should not be determined by the sex of the teacher, by the age of the pupils who are taught, nor by the location of the school in which the teaching is done. It means, positively, that successful effort for which one has paid the price of serious preparation and the self-discipline of experience should be adequately, even generously, recompensed. It means that there must be opportunities on each of the so-called 'levels' of the public-school service to earn through meritorious teaching a wage as high as that which can be earned upon any other 'level.' It means, also, that the rural-school service should not suffer in comparison with the urban service.

The second principle recognizes the need and the value of participation by classroom teachers in the construction of educational policies. The Association not only believes such participation to be essential to the development of the profession; it is convinced that the policies into which those most closely concerned with the actual tasks of teaching have read the results of their experience, their study, and their reflection will be both wiser and more workable than policies framed irrespective of this important source of intimate, first-hand knowledge could possibly be. It is convinced that the establishment of this principle will do more to stabilize educational policies and insure their thoroughgoing efficacy than any other single step that could be taken.

The Association, however, is cognizant of the system of delegated responsibility and authority under which a democracy seeks to meet its needs and realize its aim. The people as a whole have established the public schools and the people provide for their support. To legally constituted representatives the people delegate the power to control the schools. These representatives in turn delegate certain elements of their power to executive officers. Such officers are responsible to the people's representatives and through these representatives to the people themselves. This constitutes the 'recognized authority and responsible leadership' under which an effective plan of participation and coöperation must be worked out. This system need impose no hardships upon the classroom teachers. Whatever measure of 'subordination' it involves is in no sense an educational subordination; it is an administrative necessity imposed not by an autocratic decree but by the simple, inherent, and inalienable right of the people to insure economy and efficiency in the management of their collective enterprises. One who protests against this as 'undemocratic' cannot have thought clearly through the fundamental principles of democratic government.

IX

No professional organization faced with the serious and difficult tasks which the Association has assumed can work successfully without the coöperation and counsel of other organizations, both professional and lay, and the willing aid of *men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.*

The Association bespeaks, on behalf of the profession, the aid, sympathy, advice, and coöperation of all interested organizations and individuals in the carrying out of its program. It can form no alliances; it can offer no *quid pro quo;* it can accept aid only in so far as it retains its own independence and its own right to determine the movements, outside of its chief field, that it shall exert its influence to promote. Its only claim to consideration is the great cause to which its service is pledged.

This cause reaches far beyond its own professional ranks. It is more closely bound up with public welfare and national progress than is any other cause today. The Association asks coöperation on this ground and on this ground alone. To do more than this would be to repudiate whatever claims it may now have upon the interest of the lay public.

X

The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.

Campaign for Education in Ohio*

Ten Things That Ohio Schools Need

First.—More teachers.
Second.—Better buildings.
Third.—Increased revenue.
Fourth.—Active support of the people.
Fifth.—Good light and ventilation.
Sixth.—Better methods of teaching.
Seventh.—More pay for the teachers.
Eighth.—Better training for teachers.
Ninth.—More vocational education.
Tenth.—Progressive people in charge of schools.

FIRST, we should pay teachers adequate salaries. Many of our finest teachers are staying with the work from a sheer sense of duty, but every year thousands are leaving.

Whether underpaying teachers results in having stupid, crude, and uneducated men and women bring up our children, or whether it results in inadequate compensation for those noble men and women who remain in the profession, the condition is one to make us hang our heads in shame.

Second, our schoolroom classes should be smaller. A classroom teacher can do justice with 15 or 20 children. When classes are larger than this the results are poorer. Until we are willing to greatly enlarge our teaching staff we will continue to waste the larger part of our children's time, and that can never be given back to them.

Third, we must recognize individuality in our children. We herd them together in classes, and each pupil has to make the same progress as every other. Bright children become shiftless and lazy. The dull ones become discouraged and lose out.

Fourth, we must house our school children in a decent, sanitary manner. Badly lighted, poorly ventilated, and crowded rooms make good work impossible.

Fifth, we should keep our exceptional teachers and give them charge of our exceptional pupils.

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*From the N. C. R., Dayton, Ohio, October, 1920.

ENROLMENT *and* AFFILIATION

Affiliated State Associations

THE STATE associations of the following States have taken favorable action on affiliation with the National Education Association: Alabama, Arkansas, California, Colorado, Delaware, Indiana, Iowa, Maine, Massachusetts, Michigan, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia and Wyoming.

Affiliated Local Associations

ABERDEEN, S. D., *Northern Normal and Industrial School,* J. Willard Thomas, Secretary.

ADRIAN, MICH., *Adrian College Faculty,* Charles W. Obee, Secretary.

ALFRED, N. Y., *Faculty of Alfred College,* Boothe C. Davis, President.

ANADARKO, OKLA., *Caddo County Education Association,* R. E. Forbes, Secretary.

BAYONNE, N. J., *Bayonne Teachers' Association,* Mildred F. Higgins, Secretary.

BRATTLEBORO, VT., *Brattleboro Teachers' Association,* Mary Croker, Secretary.

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ELIZABETH, N. J., *Elizabeth Teachers' Association,* William H. Duncan, President.

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HARRISONBURG, VA., *Harrisonburg Teachers' Association,* Ethel Spilman, President.

HIAWATHA, KANS., *Hiawatha Teachers' Association,* Daisy Moore, Secretary.

HIGHLAND PARK, MICH., *Highland Park Teachers' Club,* Care Mabel C. Willson.

HOHENWALD, TENN., *Lewis County Teachers' Association,* Mrs. C. Baker, Secretary.

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LEBANON, VA., *Russell County Teachers' Association,* R. N. Anderson, Superintendent.

LEWISBURG, PA., *Faculty of Bucknell University,* C. A. Lindemann, Librarian.

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MESILLA, N. M., *Dona Ana County Teachers' Association,* Filomon T. Martinez, Secretary.

MEMPHIS, MO., *Scotland County Missouri Community Association,* Care Mrs. Lenora Harding.

MILTON, MASS., *Massachusetts Schoolmasters' Club,* Leonard M. Patton, Secretary.

MONTCLAIR, N. J., *Montclair Public Scho Teachers' Association,* Maud A. Howe Secretary.

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MONTGOMERY, ALA., *The Women's College o Alabama,* N. W. Swartz, Secretary.

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NORMAL, ILL., *Faculty Illinois State Normal University,* Edith Irene Atkin, Secretary.

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PATERSON, N. J., *Paterson Teachers' Association,* Daisy Brown, Secretary.

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PITTSBURGH, PA., *Pennsylvania College for Women,* Woodland Road.

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PUEBLO, COLO., *Hinsdale School,* Henrietta Robinson, Secretary.

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ROANOKE, VA., *Roanoke Colored Teachers' Association,* Marian Bowden, Secretary.

ROCK HILL, S. C., *Winthrop College Faculty Association,* J. E. Walmsley, Secretary.

ROCK ISLAND, ILL., *Illinois Valley Teachers' Association,* Anna M. Holliday, Secretary.

ROCKY FORD, COLO., *Rocky Ford Teachers' Association.*

ROCKY RIVER, OHIO, *Cuyahoga County Teachers' Association,* Elsie L. Cleverdon, Secretary.

RUTHERFORD, N. J., *Rutherford Teachers' Association,* Edna Cline Hamlon, Secretary.

ST. LOUIS, MO., *St. Louis Froebel Society,* Mary A. Flynn, Treasurer.

SAG HARBOR, N. Y., *Pierson High School Teachers' Association,* Ortha L. Wilner, Secretary.

SALISBURY, N. C., *Salisbury City Teachers' Association,* Carrie M. Roberts, Secretary.

SANTA MONICA, CALIF., *Santa Monica Teachers' Association,* W. L. Mason, Secretary.

SHELTON, CONN., *Shelton Teachers' League,* Dorothea A. Verrett, Secretary.

SIOUX CITY, IOWA, *Sioux City Teachers' Club,* Mary A. Lord, Secretary.

SOMERVILLE, MASS., *Somerville Teachers' Club,* Gladys L. Swallow, Corresponding Secretary.

SPOKANE, WASH., *Spokane Education Association*, Olive G. Fisher, Secretary; *Spokane Grade Teachers' Association*, Margaret Richardson, President.
SPRINGFIELD, ILL., *Sangamon County Teachers' Association*, Sue U. Stanton, Secretary.
THOMPSONVILLE, CONN., *Enfield Teachers' Association*, Mabel E. Thomason, Secretary.
TISHOMINGO, OKLA., *Johnston County Education Association*, W. C. Herring, President.
UNIVERSITY, VA., *General Faculty of the University of Virginia*, Albert G. A. Bolz, Secretary.
VINELAND, N. J., *Vineland Teachers' Association*, H. W. Weidner, Secretary-Treasurer.
WALLA WALLA, WASH., *Associated Teachers of the City of Walla Walla*, Ruth Ringhoffer, Secretary.
WARRENSBURG, MO., *Teachers' Community Association*, George R. Crissman, President.
WASHINGTON, IND., *Washington City Teachers' Association*, R. N. Tirey, Superintendent.
WESTON, W. VA., *Lewis County Teachers' Institute*, Clay Bailey, Secretary.
YOUNGSTOWN, OHIO, *City Teachers' Association*, H. K. Rayen.

Completed Enrolments

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the October *Bulletin:*

ALTOONA, PA. Curtin School, L. C. Smith, Principal; Emerson School, W. H. Burd, Principal; Franklin School, D. L. Hoffman, Principal; Penn School, D. L. Hoffman, Principal; Stevens School, H. C. Smith, Principal; Webster School, I. S. Wolcott, Principal.
BAYONNE, N. J. Vocational Schools, M. W. Haynes, Principal.
BERKELEY, CALIF. LeComte School, John A. Imrie, Principal; Longfellow School, Annie Woodall, Principal; Washington School, A. J. Hamilton, Principal.
BERLIN, N. H. Berlin High School, D. W. MacLean, Principal.
BRIDGETON, N. J. Academy High School, Mark Brenner; Irving Avenue School, Emma Westcott, Principal; Monroe Street School, Horace M. Perry, Principal; South Avenue School, Norman A. Wright, Principal; Vine Street School, Clara T. Mulford, Principal.
CHICAGO, ILL. American Library Association, Carl H. Milam, Secretary.
CHILLICOTHE, MO. Chillicothe Public Schools, A. L. Threlkeld, Superintendent.
CLEVELAND, OHIO. Landon School, Susanna Kirkpatrick.
DELPHOS, OHIO. Delphos High School, Hugh R. Hick, Superintendent.
ELWOOD, IND. Elwood Public Schools, Arthur W. Konold, Superintendent.
EMERYVILLE, CALIF. Emeryville Public Schools, D. B. Lacy, Superintendent.
FAIRBURY, ILL. Edison School, Nelle Carrithers, Principal; Fairbury Township High School, E. W. Powers, Principal; Isaac Walton School, Ruth Bradshaw, Principal.
GOLDFIELD, NEV. Goldfield Public Schools, A. W. Armitage, Superintendent.
HEBER, UTAH. Heber Public Schools, D. A. Broadbent, Superintendent.
KEARNEY, NEBR. Kearney City Schools, A. L. Caviness, Superintendent.
LA CROSSE, WIS. Hogan School, D. H. Shepardson, Principal; Lincoln School, D. H. Shepardson, Principal.
LINCOLN, NEBR. Principals of the Lincoln Nebraska, Public Schools; Supervisors of the Lincoln, Nebraska, Public Schools.
LYONS, NEBR. Lyons Public Schools, Clarence Linton, Superintendent.
MANKATO, MINN. Franklin School, Minnie Bangertner, Principal; Roosevelt School, S. Rose Stalet, Principal.
MARENISCO, MICH. Marenisco Public Schools, G. L. Blough, Principal.
MAYWOOD, ILL. Proviso Township High School, J. L. Thalman, Principal.
MILLBANK, S. DAK. Millbank Public Schools, H. C. Souder, Superintendent.
NEW RAYMER, COLO. Raymer Centralized Schools, A. A. Birdick, Superintendent.
QUINCY, ILL. Washington School, Emma Beckwith, Principal.
SEATTLE, WASH. Jefferson School, Mathilde McConeghy.
SHILOH, N. J. Shiloh Schools, M. Kelton Evans, Principal.
ST. CLAIR, MICH. St. Clair Public Schools, O. M. Misenar, Superintendent.
ST. CLOUD, MINN. City Public Schools, P. R. Spencer, Superintendent.
ST. LOUIS, MO. Special School Number Five, Mary L. Dickson.
ST. PAUL, NEBR. St. Paul Public Schools, H. G. Stout, Superintendent.
TONOPAH, NEV. City Public Schools, G. L. Delworth, Superintendent.
WATERSMEET, MICH. Watersmeet Public Schools, R. A. Plowman, Principal.
WILLIAMSON, W. VA. Williamson Public Schools, A. C. Davis, Superintendent.
WINNETKA, ILL. Winnetka Public Schools, Carleton W. Washburne, Superintendent.
YAKIMA, WASH. Central School, Carolyn S. Young, Principal.

NOTES *and* ANNOUNCEMENTS

Atlantic City Plan

WHEN President Kendall decided to take the meeting of the Department of Superintendence to Atlantic City he agreed to comply with the rules of the Atlantic City Convention Bureau. All associations which hold their annual meetings at Atlantic City are required to comply with these same regulations.

The only rule which differs from the regulations which the Association has observed elsewhere is the one requiring members to put up at convention hotels. The names of these hotels are printed in the supplement to this number of the *Journal*. One who does not put up at a convention hotel is required to pay an additional $1.00 for the privilege of attending meetings on the Million-Dollar Pier. The local teachers pay this additional $1.00 in order to do their part in paying for convention halls and other expenses of the meeting.

There was some dissatisfaction over this requirement at the meeting of the Department of Superintendence in 1918 because the rule had not been fully explained beforehand. Practically every desirable hotel of the city is in this list so that the plan wil not likely inconvenience any member of the Association. Read the supplement to this number of the *Journal*.

Nomination of Officers

AT THE Cleveland meeting of the Department of Superintendence a new plan for the nomination of officers was adopted which provides that any active member of the Department of Superintendence may between January first and February fifteenth of each year file with the Secretary of the National Education Association a nomination for each office in the Department, which nomination shall be placed upon the primary ballot.

The plan provides that in each January issue of the National Education Association Bulletin the Secretary shall print a notice calling for nominations for the several offices of the Department of Superintendence. This statement will serve as such notice.

The officers of the Department are president, first vice-president, second vice-president and secretary.

HOTEL RESERVATIONS may be had by writing Mr. R. S. Erlandson, Assistant Secretary, 1201 Sixteenth St. N. W., Washington, D. C. Many of the larger hotels are already booked full and some range of choice should be allowed in making requests. Mr. Erlandson will make special effort to accommodate members.

THIS NUMBER of the new *Journal* starts as Volume X, Number 1. It thus continues in the volume series of the *Bulletin* which it supersedes and the last number of which was December, 1920—Volume IX, Number 4. Beginning with the year 1921, the *Journals* for each calendar year will constitute a volume. The title page and index will be printed in the December number each year.

Department of Superintendence

Tentative Program for Its Meeting at Atlantic City, February 24—March 3, 1921

THE following is the general program of the Department of Superintendence. The programs for the National Society of Vocational Education, the National Council of Education and other Department and Allied Associations, which begin on February 24 and continue to March 3, will be announced later.

Music will be conducted throughout the meetings of the Department of Superintendence by Albert E. Brown, Boston, Massachusetts.

Morning Service

Sunday, February 27

Henry Van Dyke, Princeton University, New Jersey.

Evening Service

John H. Finley, State Commissioner of Education, Albany, N. Y.

Monday Morning

February 28, 9:30 o'clock

The Great Problem in American Education—The Rural School. What has been accomplished? What is the solution?

(Speakers limited to thirty minutes)

Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.

W. L. Harding, Governor State of Iowa, Des Moines, Iowa.

W. C. Bagley, Teachers College, New York, N. Y., THE AIMS OF RURAL EDUCATION.

Ralph Decker, Superintendent of Schools, Sussex County, N. J.

Open discussion, speakers limited to ten minutes, led by Ernest Burnham, State Normal School, Kalamazoo, Mich.; Elizabeth Kelly, Department of Education, Raleigh, N. C.

Monday Afternoon

February 28, 2:30 o'clock

Ideals and Accomplishments of the School System I Represent.

(Speakers limited to thirty minutes)

H. S. Weet, Superintendent City Schools, Rochester, N. Y.

Randall J. Condon, Superintendent City Schools, Cincinnati, Ohio.

David B. Corson, Superintendent City Schools, Newark, N. J.

Frank B. Cooper, Superintendent City Schools, Seattle, Wash.

Open discussion, leaders limited to fifteen minutes, led by Frank Cody, Superintendent City Schools, Detroit, Mich.

Monday Evening

February 28, 8:00 o'clock

Address

Nicholas Murray Butler, President Columbia University, New York, N. Y. (invited).

Tuesday Morning

March 1, 9:00 o'clock

Best Use of the Superintendent's Time

(Speakers limited to thirty minutes)

H. B. Wilson, Superintendent City Schools, Berkeley, Calif.

Charl O. Williams, Superintendent City Schools, Memphis, Tenn.

James H. Van Sickle, Superintendent City Schools, Springfield, Mass.

Charles S. Meek, Superintendent City Schools, Madison, Wis.

Open discussion, leaders limited to ten minutes each, led by Bennett B. Jackson, Superintendent City Schools, Minneapolis, Minn.; James O. Engleman, Superintendent City Schools, Decatur, Ill.

First Business Meeting, 11:30 o'clock

Tuesday Afternoon

March 1, 2:30 o'clock

The Probable Future of Education in the United States—Its Policies and Programs

(Speakers limited to thirty minutes)

Frank E. Spaulding, Head of Department of Education, Yale University, New Haven, Conn.

Lotus D. Coffman, President University of Minnesota, Minneapolis, Minn.

M. L. Burton, President University of Michigan, Ann Arbor, Mich.

Henry Snyder, Superintendent City Schools, Jersey City, N. J.

Open discussion, leaders limited to fifteen minutes, led by John W. Withers, Superintendent City Schools, St. Louis, Mo.; Robert J. Aley, President State University, Orono, Maine.

Tuesday Evening

March 1, 8:00 o'clock

Address

Sir Auckland Geddes, Ambassador from Great Britain, Washington, D. C. (invited).

Address

H. M. Towner, Congressman from Iowa, Washington, D. C.

Wednesday Morning

March 2, 9:30 o'clock

The Great Need of the Schools—Better Teaching. How Shall We Get It?

(Speakers limited to thirty minutes)

Mrs. Susan M. Dorsey, Superintendent City Schools, Los Angeles, Calif.

Charles H. Judd, Dean of Department of Education, University of Chicago, Chicago, Ill.

Walter A. Jessup, President University of Iowa, Iowa City, Iowa.

Zenos E. Scott, Superintendent City Schools, Louisville, Ky.

Open discussion, speakers limited to twenty-five minutes, led by Arthur W. Dunn, Bureau of Education, Washington, D. C.

Wednesday Afternoon

March 2, 2:30 o'clock

Departmental Meetings

Cities less than 50,000—Henry M. Maxson, Superintendent City Schools, Plainfield, N. J.

Cities 50,000 to 250,000—Louis P. Benezet, Superintendent City Schools, Evansville, Ind.

Cities 250,000 to 450,000—Joseph M. Gwinn, Superintendent City Schools, New Orleans, La.

Cities 450,000 and up—William M. Davidson, Superintendent City Schools, Pittsburgh, Pa.

Committee on Resolutions

Henry S. West, Superintendent City Schools, Baltitmore, Md., Chairman.

Frank V. Thompson, Superintendent City Schools, Boston, Mass.

Carleton B. Gibson, Superintendent City Schools, Savannah, Ga.

Ira I. Cammack, Superintendent City Schools, Kansas City, Mo.

Milton C. Potter, Superintendent City Schools, Milwaukee, Wis.

George D. Strayer, Teachers' College, Columbia University, New York, N. Y.

Wednesday Evening

March 2, 8:00 o'clock

Address

P. P. Claxton, Commissioner of Education, Washington, D. C.

Thursday Morning

March 3, 9:30 o'clock

How May the Public Understand Wha Service the School is Rendering the Community?

Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pa.

Local Influence of the Russell Sage Foundation Ranking of Montana's Educational System

Edward C. Elliott, Chancellor University of Montana, Dillon, Montana.

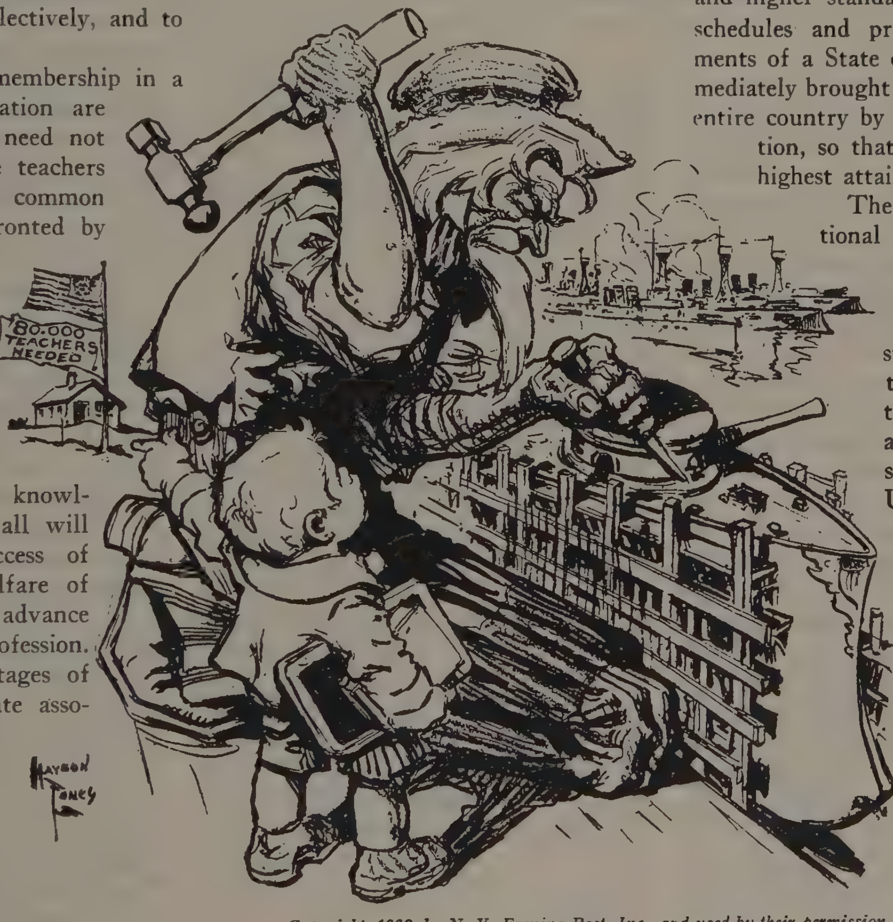
Final Business Meeting, 11:30 o'clock

Privileges of Membership

An Editorial

THE platform of the National Education Association declares that *every teacher should be a member of a local teachers' organization, a State teachers' association, and the National Association.* To justify this assertion it must be shown that such membership will contribute to the welfare of the individual teacher, to the interests of teachers collectively, and to the cause of education.

The advantages of membership in a local teachers' organization are so apparent that they need not be demonstrated. The teachers of a community have common interests and are confronted by common problems. They are generally quick to realize the benefits to be derived from good fellowship, common counsel, and united effort. They recognize that the combined knowledge and strength of all will contribute to the success of each, promote the welfare of their entire group, and advance the interests of their profession.



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The War and Navy Departments are asking Congress for more than Sixteen Hundred Million Dollars ($1,600,000,000), for the next fiscal year. The friends of education are asking for only one-sixteenth as much for education

Likewise, the advantages of membership in the State association should be appreciated by every thoughtful teacher. Because of the territorial extent of the State, teachers cannot come into so close a relationship in the State association as in their local associations, but the educational problems of the State are of the highest importance to every teacher. The State is the source of educational authority. The laws under which public schools are organized and conducted are State laws. The teachers of a State must look to their legislature for the enactment of such statutes as will establish proper standards, furnish adequate support, and give just recognition to the teaching profession. Experience has demonstrated that a strong, effective organization of the teachers of a State is essential not only to their welfare but to the cause of education.

But what are the privileges and advantages of membership in the National Association? They are no less real and important than the benefits derived from membership in State and local organizations. The National Association represents the unified ideals and purposes of the teaching profession of the United States. The work of each State and local organization is promoted and supported by the combined influence of all as represented in the National Association. State and local campaigns to obtain higher salaries for teachers have had the effective support of a nation-wide campaign conducted by the National Association, with national publicity in the magazines and press of the country which no State or local association could possibly have obtained. Representatives of the National Association have appeared before State legislatures to assist in securing needed legislation, and have given direct assistance in local campaigns for higher salaries and higher standards. The best salary schedules and professional accomplishments of a State or community are immediately brought to the attention of the entire country by the National Association, so that all may share in the highest attainments of each.

The influence of the National Education Association has been potent in developing and unifying educational standards and methods throughout the country. Although there are forty-eight separate school systems in the United States, there is a marked uniformity in the essential elements of these different systems. This, admittedly, has been brought about largely through the meetings of the educators of the country in the National Association, and by the published reports of the committees of the association on educational problems. Through the National Association there has been developed a national consciousness in education, and a great educational program has been projected which is commanding nation-wide attention.

The National Education Association is a federation of State and local associations. Through it they exert a united and national influence. Their programs become its program, their purposes its purposes. The policies of the National Association represent the collective will of the teachers of the Nation as determined by their chosen representatives. Every member of the National Association is kept in touch with its work through the JOURNAL, which now has a circulation of seventy-five thousand copies. An active member is privileged to attend all meetings of the Association and its departments, to hold office, to participate in its programs and in the election of the respective departmental officers, to vote for the election of delegates to the Representative Assembly from the affiliated State and local associations to which such member may belong, and to take part in the discussions at the annual meetings of the Representative Assembly. *But above all is the privilege of having some part with the organized teachers of the country in carrying forward a program for the advancement of the teaching profession and the promotion through education of the highest welfare of the Nation.*

Problems of Tenure[1]

JOSEPH SWAIN

President, Swarthmore College, Swarthmore, Pennsylvania

THE PRESENT unrest in educational affairs affords the teaching profession a unique opportunity for taking stock of itself and for considering the essential conditions that will make the profession attractive to new recruits, that will endow the profession with the dignity that it merits, and that will most satisfactorily promote the educational welfare of this country. The economic crisis through which we are now passing has necessarily directed and concentrated attention on the problem of salaries. But the problem is not merely one of raising salaries to meet the high cost of living; it is not merely a problem of economics. A statesmanlike and professional view of the situation must look to the future. Merely to increase salaries this year will not ensure the retention of able teachers or secure a constant flow of promising candidates into the teaching profession. Future prospects and status weigh as much or perhaps more than immediate compensation in the choice of a vocation. Absence of rewards for experience and faithful service, unsatisfactory conditions of appointment and promotion, and lack of protection against disability or old age are strong factors in determining the kind of recruit that the teaching profession will obtain.

The question of salaries has been adequately kept before the public by the National Education Association; the problem of pensions was the subject of discussion in this Committee for more than three years and resulted in the Report on Pensions for Public School Teachers prepared by the Carnegie Foundation. On the third fundamental condition of service, tenure, much has been written and somewhat extensive statistics have been published, but no concerted investigation of the subject has yet been made. Thus although it is known that 125,000 teachers annually leave the profession, a study has not been made of the laws governing the appointment and dismissal of teachers. While the subject of tenure has been adequately settled in the civil service, in the teaching profession the theory that should underlie tenure has not yet been discussed. The prevailing practice may be sound, but there are no standards by which it can be measured. The subject is a delicate one but it is fundamental to the efficiency of the schools. While intimately associated with the question of salaries and pensions, it is also closely allied to the problem of professional preparation of teachers, since uncertainty of tenure will not warrant intending teachers in undertaking lengthy preparation.

Although the situation in the matter of tenure has improved considerably in recent years, this only means that there have been fewer cases of unjust dismissals or of oppressive treatment. The question of tenure is determined mainly by two factors: satisfactory compensation and the provisions of the school laws. Other factors, such as equipment and housing, conditions of supervision and relations with the administrative authorities, the conditions of service generally, play an important part but are generally subconscious and intangible. Judged from the standpoints of these two conditions—compensation and school legislation—the situation cannot be viewed with satisfaction. While custom and practice have moved in the direction of stability and permanence, the salary inducements have not kept pace. The result is seen in the tremendous shifting of the teaching population each year—and this not merely among rural-school or classroom teachers. Under present conditions teachers and administrative officers cannot be blamed if they see that the only line of advancement for them lies in change of position. President Coffman in a recent report concluded that we have 125,000 vacancies annually. It is generally assumed that this condition does not apply to administrative and supervisory officers, but another study by President Jessup shows that the median tenure of superintendents is less than three years and that from one-third to two-thirds of the principalships in some states are vacant each year. An efficient school system cannot be built upon such a foundation. The administrative and supervisory officer cannot develop a suitable program and policy if he changes his position every three years; the classroom teacher cannot realize the cumulative benefit of experience if she has her eye on a new position for the coming year. Improved conditions can only be secured by better remuneration and advancement in the position held.

An adequate solution of the problems of tenure accordingly involves a number of other factors for which answers are now being sought:

1. What should be the preliminary professional training of teachers?

2. How shall teachers be certificated, locally or by the State? If by the State, what sort of State authority should assume the duty?

3. Is the practice of annual elections, "our barbarous school guillotine," as it has been called, in the interests either of educational efficiency or of the professional growth of the teachers?

4. Assuming that the practice of annual elections is inefficient and wasteful; should appointments be for a term of years or on an indefinite tenure during good behavior and efficient service?

5. Should indefinite tenure be preceded by a period of probationary service?

6. In adopting indefinite tenure how can schools be protected against the incompetent or the unprogressive teacher

7. What is the relation between a sound system of tenure, salary scales and pensions?

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[1] Extract from the preliminary report on Tenure of Teachers by the Chairman of the Committee on Teachers' Salaries, Tenure and Pensions, delivered before the National Council of Education, Salt Lake City, Utah, July 6, 1920. The full report will appear in the 1920 Volume of Proceedings.

The Educational Trend in Europe

JAMES F. HOSIC

Chicago Normal College; Associate National Director, Junior Red Cross

THE following observations as to the trend of education in Western Europe are based upon a ten-weeks' visit to France, England, Holland, Switzerland, Italy, and Greece. The main object was to present to the ministers of education and other leaders the peace-time program of the American Junior Red Cross. This provided a definite issue to which those whom I approached could react. I bore also a letter from Commissioner Claxton commending me to educational officers and authorizing me to make inquiries as to educational conditions. A similar letter from President Hunter and Secretary Crabtree empowered me to represent the National Education Association. I had no difficulty, therefore, in getting interviews and in being admitted to schools.

The main proposition which I had to make was that the ministers of education in the countries named should approve and support the plan of inter-school correspondence and educational exchange which the Junior Red Cross is instituting. In all of the six countries the proposition was heartily received.

Since France is undoubtedly the most conservative of the six countries, my experience there may serve as illustration for all. The first interview was held with M. Salles, Assistant to M. Honnorat, the present Ministre d'Instruction Publique et des Beaux Arts. M. Salles lent a willing ear to the details of the proposed plan and promised to arrange interviews with the Minister and with the directors of primary and secondary education. This he did. M. Honnorat gave unqualified approval and explained that he was himself collecting a comprehensive library to represent the intellectual movements of present-day civilization.

Even more significant was the attitude of M. Bellin, director of secondary education. "Before the War," said he, "we felt well satisfied with our schools. We were not conscious that we needed America. Now, we realize that in some respects you are many years in advance of us. We are eager to profit by your example." He described his efforts to establish in the Ecole Normale pour Jeunes Filles at Sèvres the first practice school in the French secondary normal schools and urged a visit to that institution, where would be found Mlle. Amieux, a real progressive. He asked for bibliographies of secondary education in America and lists of publications reflecting our newer educational movements.

Mlle. Amieux proved to be indeed a progressive. "What we need in France," said she, "is a thorough-going reform of our whole system. We need a democratic school system."

Educational Attachés

AN important provision of the Smith-Towner bill is the appointment of "educational attachés" to our foreign embassies. Is such a provision significant? The answer will be found in the following statement from the address of Sir Auckland Geddes before the National Citizens Conference on Education held in Washington last May:

"It ultimately matters more to your State Department than anything else in the whole range of their manifold duties to know the color of the education given in the British Empire, in France, in Germany, in all the countries of South America—yes, in all the countries of the world: for, if your Secretary of State knows, let us say, the French color of education, he will know well how that nation will be thinking ten years hence."

With this remark we come to the main fact about the educational trend in Western Europe which I have to report. The educational leaders of the countries which I visited have accepted the democratic conception of social life and are seeking in various ways to embody this in their schools. To this effort the Great War and America's participation in it gave new and stronger impetus.

England, of course, leads. Most of the provisions of the well-known Fisher bill have now become operative. The effect of the bill is clearly to develop a new sense of the importance of a national system of education which shall equalize the opportunities for all children by providing first-rate facilities everywhere, with differentiation of courses as the period of actual employment approaches. England is at last providing the single, unified school organization which the ideals of the Protestant Revolt and democratic movement of the Renaissance called for. In the provision for day continuation schools with compulsory attendance to sixteen and the supervision and inspection of all schools, private and parochial, as well as public or "board" schools, she is in advance of America.

Italy, too, is advancing. The new minister of education, E. Benedetto Croce, introduced into the Italian parliament in November a bill calling for extensive changes, particularly in secondary education. Modern languages and technical courses are to receive increased emphasis. Extensive provisions are also made for new elementary schools, with an intensification of their program, in order to combat illiteracy. There is also a great popular movement for the care and education of war orphans and for adult education.

Greece under Venizelos was on the way to a modern system of schools. First of all, a common language was to be established by means of instruction in the grammar of modern spoken Greek and practice in writing the spoken language. The newspapers of Greece are still published in a form so ancient as to constitute almost a dead language to the masses of the people. New and modern textbooks were in preparation, teachers' institutes being held, and normal school facilities being extended. Benches were being supplied to many children who last year stood or sat on the floor. American works on education, particularly those by John Dewey, were being studied, and representative leaders in America were translating our educational literature into Greek. How much of all this will come to fruition under the restored Constantine party no one knows.

Switzerland is making much of trade education for adults. Diplomas in many trades may now be secured by pursuing courses regularly laid out and passing the examinations set. Thus are the trades in Switzerland becoming professions. Holland, too, has her reform bill. Standards for the preparation of teachers are to be raised and extensive changes in elementary education are planned. Once more the ends in view are the same—increased, more nearly equal, and more varied opportunity for the individual.

France has her educational commission in the Chamber, to which has been referred the Viviani bill and other proposals for reform. Most ambitious is the program of Les Compagnons. This society, founded during the War by university men on leave from the trenches, is carrying on an active campaign for complete reorganization of the French "Université." First of all, they wish to make it possible for all the children of all the people to pass on to the higher schools no matter what school they have attended up to the age of twelve. This means the practical unification of the system. The distinction between primary and secondary education as the French use the term would disappear. In the second place, the society would decentralize and insure to each school unit and region more freedom to adapt instruction to the needs of the students and particularly to the facilities which a given region affords, as agriculture, mining, and manufacturing. In general, education would become less formal, bookish, and abstract, and more practical and vital. While there is no immediate prospect that the visions of this group of young enthusiasts will soon become reality, and while, as such veterans as Ferdinand Buisson and Paul Crouzet say, they do not know enough of the actual conditions to provide a working scheme, nevertheless, they have obtained a hearing and are able to claim that in several important features of their program they have the cordial support of the ministry, particularly as regards universal physical training.

Thus Europe, or at least important parts of it, is seeking to realize higher ideals of life and education. *While the political and economic reactionaries both at home and abroad are looking backward and prating of the human nature that will not change and the inevitableness of things as they were, the school men are dreaming dreams of a new and better world and are working unremittingly to make their dreams come true.*

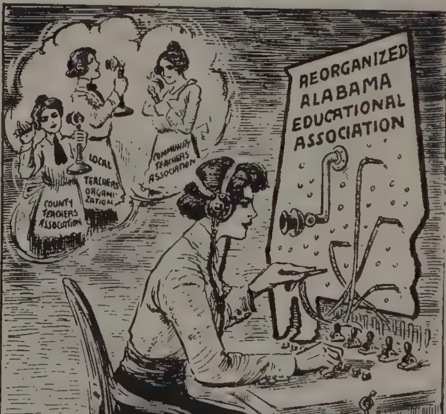
Teacher's Part in Administratior of the School System

AGNES S. WINN

President, Seattle Grade Teachers' Club, Seattle, Washington

SEATTLE does not gracefully relinquish her leadership in anything, and yet, as I have listened to the splendid plans and achievements brought forth by my colleagues and have surveyed the accomplishments of other American cities in the great movement for democracy in education, I am convinced of the necessity for taking back to our Seattle teachers a new incentive to shoulder their part of the responsibility in the great national program for widening the vision and increasing the efficiency of the classroom teacher.

Even as a phrase, "democracy in education" has a splendid ring, but when put into active operation, it opens up a new world alike to teachers and school officials. Although there has been a growing unrest among teachers during the past ten years due, no doubt, to a longing deep down in their hearts to express themselves on school problems, it may be doubtful whether, up to the present time, many of them have sought or cared for an active participation in the shaping of school policies, or, perhaps, were even prepared to exercise such a privilege, but it is doubtful now, with every teacher a trained and valuable part of the great educational system, with every teacher gaining daily in breadth of outlook and capability of judgment, that she can long be withheld from active coöperation in the adjustment of problems of which she has first-hand working knowledge.


REORGANIZED ALABAMA EDUCATIONAL ASSOCIATION
COMMUNITY TEACHERS ASSOCIATION
LOCAL TEACHERS ORGANIZATION
COUNTY TEACHERS ASSOCIATION

Alabama School Progress, Dec. 1, 1920.

In communities that have made the greatest progress, according to a recer National Education Association repor by the Commission on the Emergency i Education, boards of education and superintendents have requested teachers organizations to make specific recommendations on courses of study, adoption of textbooks, types of buildings an equipment, organization of specia classes, and formulation of budgets, always keeping in mind that the ultimat aim should be the development of th highest type of citizenship. We know the report continues, that nothing wil do more to raise the status of the profession and make its service attractive t the kind of men and women that th schoolroom needs, than the adoption o a policy that will lift the classroom teacher above the level of the mere routine worker carrying out, in a mechanical fashion, plans and policies that ar handed down from above.

We hear much of teachers' councils but it is a far-western city that ha struck the highest note in this new phas of education. In Oakland, California a classroom teacher sits with full powe of discussion and suffrage in the Superintendent's Council.

In closing I wish to leave with you two points very clearly set forth by a well-known educator in a message to teachers contributed to the June number of the Seattle *Grade Club Magazine*

"Teachers should insist upon ridding the school system of rubbish, lost motion, red tape, and autocratic methods and exert their influence to introduce simple, direct methods in teaching th big, useful things of life. They should everywhere maintain broad, libera standards of recreation and out-of-schoo activities, and should face their respective communities as red-blooded, full grown humans who dare live abundantly and love little children. With a shoulder-to-shoulder stand for these big things, the classroom teachers of America may continue to form the inspiring soul of the system as they seek advancement through definite contributions to public welfare."

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[1] Address before the National Congress of School Boards, Superintendents, and Classroom Teachers, Salt Lake City, July 8, 1920.

The Stranger Within Our Gates[1]

WALTER E. CLARK
President, University of Nevada, Reno, Nevada

THE GREATEST GOAL for a nation is the production of the highest possible type of man or woman. Immigration is the most important of the greater public problems of this nation because the immigrant is a fundamental factor in the production of the American of tomorrow.

The theme, Immigration, naturally divides into two great divisions; that concerned with the international policy, which should control the inflow of new immigrants, and that concerned with the domestic treatment of aliens once admitted. The domestic policy has been so frequently and so fully presented to the teachers of America under the general heading of Americanization that I beg privilege entirely to pass this great phase of the subject. I shall devote the brief quarter hour allotted to me to outlining some of the leading reasons why complete restriction of immigration to this country should be put into effect. I have time but to suggest these leading reasons and shall present them under three main headings: Mass, Massing, and 'Alienness.'

The mere mass, the mere volume of immigrant inflow in recent years has grown so huge that it is imperiling the Republic. Record of the inflow of new immigrants, taken with fair accuracy since 1820, shows that such immigrants came by the thousands until the forties of the past century. The annual number rose to one hundred thousand for the first time in the early forties, mounted nearly to half a million in the middle fifties, dropped off during the Civil War and the crisis times of the seventies, and rose to its nineteenth century peak of nearly eight hundred thousand in the year 1882. The depression years of the nineties saw the inflow reduced to little above two hundred thousand a year, but after these depression years ended, the record shows a steadily continuing increase reaching a million for the first time in 1904 and mounting up to almost thirteen hundred thousand in 1907. During the decade just preceding the World War, from 1905 to 1914 inclusive, a little more than ten millions of new immigrants came into this land, an average of more than a million a year.

The importance of this huge alien inflow in the determination of the American type of tomorrow is worth noting. Too frequently the error is made of assuming that even the million a year may safely come for we have one hundred million Americans to receive, assimilate and Americanize the incoming one million.

THIS article, while written from another point of view, indicates the enormous magnitude of the problem of Americanization which exists regardless of the policy which the Nation may in the future adopt with reference to the admission of immigrants. The Smith-Towner bill apportions $7,500,000 for Americanization. This sum is less than seven cents per capita for the population of the United States and is surely not too much to invest in a work of such imperative importance.

May I suggest that when America is receiving one million new aliens in a year, the part they will play in determining the American man and woman of the future is more properly stated in the ratio of one to one, than in the ratio of one to one hundred? We shall all pass. The Americans of tomorrow will be made up of the native-born babes of this year and of the incoming immigrants. Of perhaps the two and one-quarter millions of the American-born babes of this year there will be alive when that infant class is grown to twenty-one years, not more than thirteen or fourteen hundred thousand. The incoming million of aliens brings us eight hundred to eight hundred fifty thousand in the marriageable years between the ages of fourteen and forty-five and brings to us many already married. That incoming alien class of a million will not only sustain itself but, accounting the fruitfulness of immigrant stock, that million will grow to be represented twenty-one years from its receipt by probably fourteen or fifteen hundred thousand. When America is receiving one million new aliens in a year those new aliens are destined to play a well nigh or wholly equal part with the native born of the year in determining the American type after we shall have passed. For this reason alone the problem of the incoming immigrant is the most fundamental of the greater American problems.

There are those who would justify the receipt of even a million or a million and a half of new immigrants a year on the ground that the numerical strength of the nation is made greater and that greater numerical strength means greater martial power and more rapid industrial progress. Fair challenge may be made whether in the long run the incoming immigrants have materially increased the numerical strength of our Nation. Fair question may rather be raised whether we have not substituted new aliens by the hundred thousand, aye, by the million, for unborn native Americans! It will at least give us pause to consider the population facts since the birth of our Republic.

The first census in 1790 records an American population of roughly four millions; the fourth census of 1820 records an American population of almost ten millions. During that thirty years, when Europe was immersed in its French Revolution and its Napoleonic wars, immigration to America was well nigh negligible. Yet note that during this thirty years the American population increased more than 150 per cent. That is, our national population doubled, by native increase practically alone, in appreciably less than twenty-five years! Had this same ratio of native increase been maintained, started with ten millions in 1820, we should have numbered twenty millions in 1845, forty millions in 1870 and eighty millions in 1895. As a matter of census fact we had seventy-six millions in 1900. With margins to spare of five years in time and four millions in numbers, we would have had fully as large a population in 1900 without receiving an alien after 1820 as we did have with open doors to all the immigrant millions that came in the eighty years.

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[1] Address before the N. E. A. at Salt Lake City, July 6, 1920.

Even though the building of our cities with their rising standards of living might appreciably have cut down the early ratio of native population increase, it would still have remained likely that our population in 1900 would have been at least sixty-five millions in place of seventy-six millions if we had not received an immigrant after 1820. That sixty-five millions would have been thoroughbred Americans schooled in the same disciplines, like minded, and the Nation would have been far readier to approximate democratic perfection than was our Nation in 1900, trammeled with its fourteen millions foreign born, its overflowing alien tenements, its millions of illiterates, its babel of tongues and its confusion of cultures.

The mere overwhelming mass of immigration into this land has imperiled the Republic and has retarded and to some extent has thwarted democratic solutions of American problems.

Aliens have not only come to us in huge and indigestible masses but they have on arrival congested themselves. Throughout the past generation, over eighty out of every hundred of our immigrants have located in the North Atlantic and North Central States. As a second degree of their congestion, more than three-quarters of this eighty out of every hundred have located in eight of our greatest industrial States. As a third degree of this congestion, these immigrants in the more congested States have thronged to the great industrial centers. In the fourth degree of their congestion, they have so crowded the tenement districts of these industrial cities as to make urban tenement life the plague spot of our day. Every phase of our democracy's struggle is made more difficult by this persistent congestion of the new immigrants. Time permits but an illustration.

No city in the world's history has been more royal in its total expenditures for free public education than imperial New York. Great school building after school building has risen like magic throughout that city, each housing its thousands of children a year, yet for a score of years prior to the World War, New York City had chronically from forty to seventy thousand half-sittings in its schoolhouses. Build with what haste and liberality it might, it was quite impossible for it to catch up with the increasing stream of alien children.

I stood in Mulberry Street one day as the children thronged from the doors of one of the great city schools. As they ran to their play in the street I heard a group of well-grown boys begin to chatter Italian. I turned to a big blue-coated guardian of the peace, stationed to protect the children from reckless drivers, and commented to him upon the fact that boys coming from an American schoolroom should begin to speak a foreign tongue the minute they reached the school yard. He was a free-born American, scornful of this language treason, and in the perfection of his own American speech said to me something like this:

"Dat's nuttin', young feller. I knows a girl wot graduated from this school three years ago and she can't speak a word of English today!" Caught in that great Italian city of half a million between Bleeker Street and Chinatown, the Bowery and Broadway, many a lass graduates from an American common school to drop back into almost total ignorance of the American tongue while living in the greatest of American cities! American city, did I say? If, when walking down Broadway, you were to meet a racially representative one hundred New Yorkers, you would meet forty who had been born on foreign soil and eighty-three who had either been born on foreign soil or whose fathers and mothers were born abroad. Only *seventeen* out of every one hundred in that which we call our greatest American city are real Americans even in the limited sense that only one generation back of them is American born.

IMMIGRATION into the United States is rapidly reaching the high tide of 1914, when 1,218,480 aliens were admitted.

In 1918, the last year of the world war, 110,618 foreigners were admitted. In 1919 the number increased to 141,132, but in the first six months of 1920—that is, up to June 30—430,001 aliens came to this country to stay.

While figures for more recent months are not tabulated, there is apparently an increase limited only by the availability of steamship accommodations.

Granting that the most promising factor in the development of a rea American culture is our public school with its great army of self-sacrificing teachers, what chance has even this grea school system in our industrial cities so congested with recent aliens that it i difficult for the school children to acquire American speech?

Just as this mere massing of the huge numbers of our recent alien incomers in our greater industrial centers greatly increases the difficulties of our great school system, so all the problems of housing of sanitation, of city health, of defectives and delinquents, the whole range of the modern urban social problems, are terribly complicated by the fact that our greater American industrial cities are not great *American* cities but rather are confused groupings of alien masses.

Nor can we solve this difficulty of alien congestion by waving the hand in terms of some bettered process of distribution. The aliens are unwilling to be distributed. They come oftentimes from country and village life in the Old World, eager to get into the great city. They come, insisting upon getting where their native tongue is understood, their native festivals are celebrated, their customary shrines are open, where they find sympathizing and understanding alien friends to help them in times of difficulty. They come by deliberate choice where their friends and relatives are further congesting the congestion. On the other hand, the recent alien is not wanted by the American employer, whose wails for labor are cited by the enthusiastic distributionist. The great farms of the Middle West and Northwest are calling for more tenants and for more farm laborers, but the call is for those who understand American methods of farming, who can understand orders when given in English, who can be trusted to do errands in marketing, who are experienced farm helpers.

The massing of the aliens during the past generation has imperiled the Republic. The mere 'alienness' of the incomers is a third great factor of difficulty. Back of the seventies of the nineteenth century, nearly all of our immigrants came from northwestern Europe, with civilization closely akin to our own, with high degrees of literacy, many of them speaking our own tongue. Since the seventies our immigration has increasingly come from southern and east-rn Europe, utterly alien in history, radition, culture, and tongue.

In 1870 only one incoming immigrant ut of a hundred came from Russia, Austro-Hungary, and Italy. In that en-million-immigrant decade from 1905 o 1914 nearly seventy immigrants out of every hundred came from Russia, Austro-Hungary, and Italy. This shift n geographic source, multiplied into the ncreasing number of comers, has massed n 'alienness' which checks our democratic progress at every step.

For one illustration only of the dire langer to the Republic through this alienness' of the immigrant masses, note he growing spirit of exploitation in our and. An undoubted factor in the wretched development of this spirit is the fact that the recent immigrants are so totally different from the older line Americans that they are in danger of being dealt with as though they were strange animals. Pungent illustration of this exploitative spirit may be cited in the case of that dreadful mine disaster, costing many human lives, where the first question of the mine superintendent was, "Are the mules saved!" It would cost money to replace the *mules*, but the shattered humans could be quickly replaced without cost from the clamoring line of new immigrants at the gate! For another illustration consider a conversation. When labor leader Healey was standing with a mine overseer and watching the 'Hunkies' clambering into the cage, the overseer said, "Look at 'em! Don't you see they're just cattle? Just common, ordinary cattle?" Healey replied, "Oh, no, they're humans, just as you and I." "No, I say they're cattle. You got to put a ring in their nose and lead 'em around on their job." "Well," said Mr. Healey, "why don't you employ Americans?" "They won't work." "Oh, yes, they will," responded Mr. Healey, "but they won't work at your wages and under your conditions."

The *cattle* concept of human beings within the bounds of this Republic imperils the Republic. It is breathing hot and cold in the same breath to proclaim belief in democracy and to insist that in the name of more rapid industrial commercial growth America must continue to have an incoming million of ignorant, cheap-labor aliens to exploit each year.

The mere 'alienness' of the congesting huge masses of recent immigrants imperils the Republic.

As I have outlined this brief, it may seem a selfish one. May I make three closing suggestions in terms of world rather than national ends?

First, it is in question whether permission for tens of thousands to come from some congested European nation in any wise really lessens the congestion in that nation. For a generation the little boot-state of Italy, cradle of the world, has sent out half a million of its citizens a year to permanent residence elsewhere, and yet, during this same generation, the population of Italy has steadily risen.

Ignorance Breeds Unrest

Henry van Dyke, in Scribner's Magazine

WE ARE ignoring the rightful claim of every citizen to be prepared for the duties which the State lays upon him. We are debasing the human currency of the Republic. We are laying unbaked bricks in our foundations and building our walls with untempered mortar. We are heaping up at the doors of our own temple piles of tinder and quick-flaming fuel, ready for the torch of the anarchist or the insidious slow-match of the cunning usurper. We are recruiting the sullen armies of ignorant unrest.

For every soul denied the right to grow
Beneath the flag, shall be its secret foe.

But who denies that right? Democracy denies it by neglect and parsimony, by a careless disregard of the crying needs of popular education.

Second, I sometimes wonder whether the Old World nations, whose citizens flee by thousands to this Republic on the ground that they find Old World life relatively unendurable, would not much more readily develop endurable conditions for their home peoples if their more sensitive citizenry did not find so easy and so alluring asylum in this New World. In the concrete, I cannot help wondering whether in 1904 and 1905 great Russia might not have achieved a stable constitutional monarchy if those in almost permanently successful rebellion against the more despotic government had been aided by the brain and brawn of the hundreds of thousands of discontented spirits who in the preceding quarter of a century had fled their Russian discontent and sought easy asylum here. Had these discontented hundreds of thousands been denied asylum here, had they remained in increasing discontent in their own land, their added strength might have made possible full transition in 1905 to a permanent constitutional monarchy. This would have meant bettered life for all Russia's one hundred eighty millions and might easily have changed the whole course of the world's history since that date in a way that would have saved human suffering and advanced human happiness in an amount vastly greater than the added betterment of the individual lives of those hundreds of thousands of Russian immigrants who were received into our Republic.

The third and final suggestion is that the closing of America's doors to alien immigrants is not necessarily a closing of world asylum. Rather it is narrowing the range of the asylum. The great South American lands, Chile, Argentina, and Brazil, are today in the stage of development in which our land was in the fifties and sixties of the last century. These lands desire immigrants and are offering special inducements to them. There are, therefore, other desirable, wide and real asylums for those who still would flee their Old World discontents.

Wholly to prohibit incoming alien laborers will not solve any of our greater American democratic problems, but it will greatly simplify the solution of every one of these problems. It will not insure the attainment of a supreme American type, but it will remove an otherwise perennial stumbling-block in the way of progress towards that great goal of the Nation. With more than a hundred million of people already within the Republic, with tens of thousands of its best farmers overflowing into a neighboring commonwealth because our richer public lands are now all taken, with a potential army of fifteen millions to protect the Republic against any possible foreign invasion, with our rich natural resources all in full process of exploitation, our Republic has reached the time and the conditions when and under which it is wisdom to close the door against further alien incomers, at least for long enough time that we may again locate the fixed stars in Democracy's heaven and regain and maintain the direct democratic course for our Ship of State!

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Fred M. Hunter, *President*
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Why College Teachers Should Affiliate

THE NATIONAL Education Association earnestly desires to bring all educational workers together in a strong professional organization. In the educational service there can be no invidious class distinctions. Primary teachers and college teachers, State commissioners of education and rural-school teachers, high-school principals and music supervisors, city superintendents and teachers of backward children—all must work together and think together for the common cause.

It is especially gratifying to note that college faculties as groups are affiliating with the Association. This is as it should be. The officers of the Association are frequently asked what the National organization can offer to the teachers of the higher institutions. The answer is single and simple: *the opportunity to participate in carrying through the far-reaching program of educational betterment that the Association has projected.*

The active coöperation of college teachers is especially needed by the Association. In many ways the men and women in our higher institutions approximate more closely than does any other group the ideals which the Association is striving to realize for all teachers. They are mature; they have been selected on a basis of merit; they have paid the price of earnest preparation for the privilege of service; they regard their calling as a permanent life work. On the other hand, they share with elementary and high-school teachers many of the hardships that have hitherto hindered the advancement of the profession; as a group, they are poorly paid; as a group, they are handicapped by the low regard in which the actual work of teaching is held—a condition that has led many of them to seek recognitions and rewards, not in teaching as such, but in writing, in research, and in outside services related to their special subjects.

A little reflection will convince college teachers that their professional interests coincide with the professional interests of teachers in the lower schools. The great public, after all, does not draw sharp distinctions in these matters, and what is characteristic of teachers generally will inevitably attach in the public mind to each and every member of the group. *As long as the great masses of our public-school teachers are transient, immature, untrained, and underpaid, the status of every educational worker will suffer.*

Even from motives of selfish expediency, college teachers could find no more effective means of advancing their own interests than to join with all other groups of educational workers in an aggressive effort to build the profession anew from the foundation up—and the foundation, it will be generally conceded, must be located in those branches of the service now most seriously neglected—the rural schools and the lower and intermediate grades of the urban schools. Every improvement here will be reflected and magnified on the secondary and higher levels.

To the earnest consideration of our fellow workers in the colleges we commend the basic ideal to which the Association is committed: *A competent and well-prepared teacher for every public-school position in the United States.*

The Larger Task

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION is but a part of the varied work of the Association, whose activities on behalf of advanced legislation and better salaries and working conditions for teachers are laying the foundation for a great united teaching profession whose supreme purpose shall be the welfare of the childhood of America. In a larger sense the task of every teacher is educational leadership on behalf of a finer and richer civilization to participate in which he is training his pupils in high ideals, in useful skills, in right attitudes, and in the coöperative spirit upon whic
modern civilization is built.

Higher Salaries Mean Higher Standards

TEACHERS' salaries have mac
gratifying gains during the pa
two years, and no effort should
spared to prevent a setback during th
period of retrenchment that lies ahea
The public, we are sure, will be symp
thetic with this effort, for right-thinkin
citizens everywhere acknowledge th
absurd inadequacy of the older leve
and many are willing and anxious
promote further advances. It is clea
however, that higher standards of prep
ration must go hand in hand wit
higher salaries. To safeguard the gair
already made and to open the way f
new gains, the emphasis in our profe
sional policies must be upon an improve
and extended preparation as a conditio
of entering the service.

International Educational Conference

THAT there is a real need for a
international conference on educ
tion has been apparent since the Arm
stice. Such a conference was suggeste
early in 1919 by the educational leade
of France, and the proposal of thes
leaders that American educators tak
the initiative in calling the conferen
was favorably received by the Eme
gency Commission of the National Edu
cation Association. Committees we
appointed and the preliminary work
organization was begun. The failure
the United States to enter the Leagu
of Nations apparently gave rise to mi
understandings; at any rate, the Frenc
enthusiasm for the project subsided an
the Emergency Commission, whethe
wisely or unwisely, gave up its pla
The attitude of the American peop
toward 'internationalism' was clear
revealed by the November electio
Anything that is suggestive of a 'supe
state' we may be sure will be prompt
rejected. There are, however, larg
possibilities of promoting a better unde
standing among nations through educ
tion. Thoroughly to canvass these po
sibilities in an open conference can d
no possible harm and may conceivab
result in far-reaching benefits. Th
National Education Association has
special committee on international rel
tions, and the chairman of this commi
tee, State Superintendent A. O. Thoma
of Augusta, Maine, would welcom
suggestions.

Iowa Makes Preparations

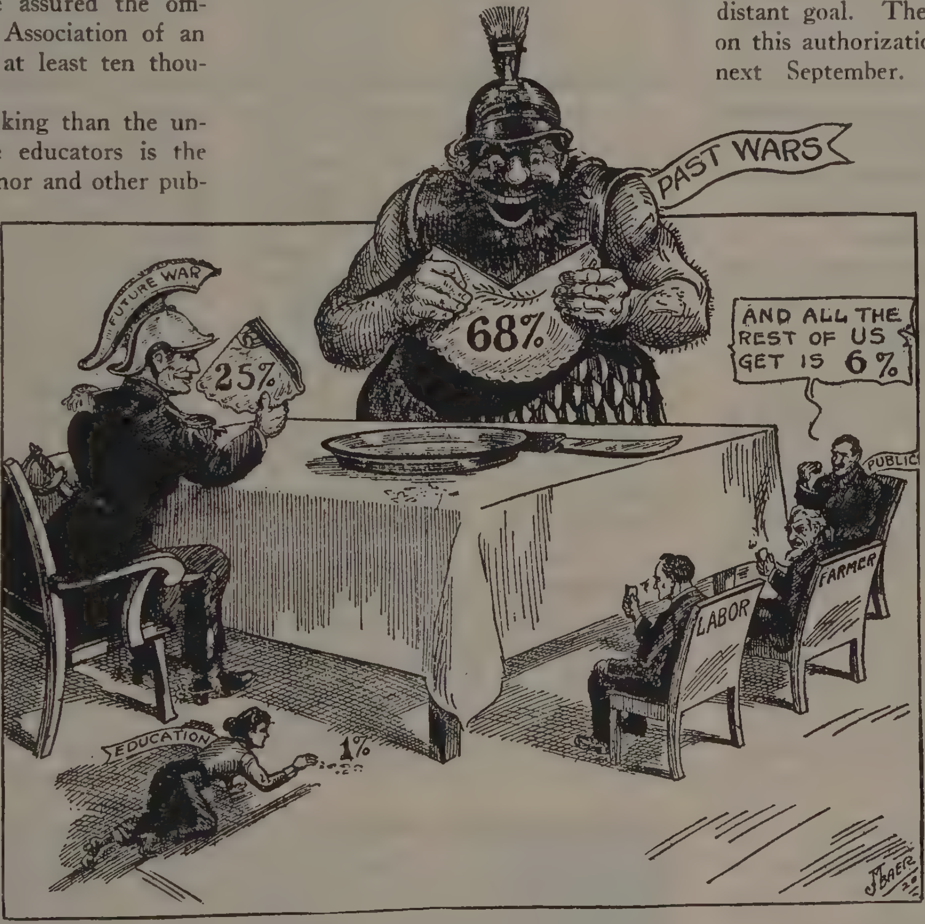
THE enthusiasm of the people of Iowa over the next meeting of the National Education Association to be eld in Des Moines July 3-9, is quite emarkable. The State Superintendent, he officers of the Iowa State Teachers' ssociation, the county and city superntendents of the State, and the teachrs generally are planning for a great neeting. They have assured the offiers of the National Association of an owa membership of at least ten thouand.

But even more striking than the unsual interest of the educators is the ttitude of the Governor and other pub-ic officials of the State, who declare hat Iowa will exend such a welcome to the teachers of the Nation s has never before een given.

Iowa has made reat progress in ublic education uring recent years, articularly in consolidated rural chools. Those who attend the Des Moines meeting will have an opportunity to see what has been accomplished by a wideawake, progressive State in solving the rural school problem. Des Moines can furnish firstclass hotel accomnodations for ten thousand visitors.

The 'Hog' Argument

EXCEPTION has been taken to the 'hog' argument as a justification of Federal participation in the support of chools. The objection to the argument s not based upon the inelegance of its esignation nor yet upon the unsavory haracter of the comparison but upon he validity of the analogy—for analogies are always treacherous. Is there, he objector asks, any resemblance beween hogs and children that should ause the Government to modify its resent policy of solicitously looking fter its hogs and neglecting its chilren? No, he concludes, there is no esemblance, or at any rate, all superficial resemblances are swamped by a most important difference. What is this difference? Is it that hogs are only beasts while children, with all their faults, are human? Not at all. So trifling a distinction would, indeed, be quite beside the mark. The great and essential difference is that we have a 'science' of hog-culture while we lack a 'science' of child-culture. The Government, by employing specialists in the science of hog-culture, he assures us, can help the farmers without encroaching upon the rights of the sovereign States, but in the lack of a science of child-culture the Government cannot show any interest in children without invading States' rights. The impact of this logical *tour de force* is overwhelming until one asks how much 'science' of hog-culture there was when the Government first began to subsidize the study of this important hog problem. All that the Smith-Towner bill proposes is that the Government through a Department of Education, start doing now for children what it began doing thirty-odd years ago for hogs.



Congressman Baer in Minnesota Daily Star

How the U. S. Pie is Divided

Normal School Reorganization

IN CONNECTION with the paramount problem of raising the standards of preparation, the reorganization of the normal schools into teachers' colleges is both significant and heartening. More than a year ago New York authorized the extension of the standard normal-school curriculum to three years with a four-year requirement as a not distant goal. The new program based on this authorization will go into effect next September. In California the normal schools will soon become four-year teachers' colleges; in Rhode Island a similar reorganization is now well under way; Pennsylvania has taken steps in the same direction. All of this is reassuring to those who have feared that the shortage of teachers would result in a serious lowering of standards.

Leadership Wanted

AMERICAN rural life needs leadership. It especially needs the far-sighted leadership of teachers who are adequately trained for service in rural education and whose lives are permanently dedicated to the important task of building a great rural civilization.

There is fear in some sections of salary decreases for teachers as the high cost of living recedes. A genuinely high quality of professional service, combined with sane community leadership, is the best insurance against such decreases.

There are over five million people in the United States who can neither read nor write in any language and over three million more non-English-speaking people—a total approximately equal to the combined population of eighteen States—a challenge to the educated leadership of the Nation.

Education for the profession of teaching is the highest form of education for citizenship. The really great citizen is always a great teacher.

An Association of Gentlemen

DURING the years 1857 to 1870 the National Association was known as the National Teachers' Association. During most of that time it was an association of *gentlemen*. The first paragraph of Article II of its first constitution reads:

> Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Not until the meeting of 1866 was the word "gentleman" in this paragraph replaced by the word "person."

However, there is ample evidence in the early records that years prior to 1866 womanly influence had its place in the councils of the Association. On the recommendation of the Board of Directors ladies might become honorary members which entitled them to present written essays to be read by the secretary or other member. The minutes of the meeting held in Cincinnati in 1858 record the presence of a woman for whom the gentlemen had such high regard that they sought to honor her with the following resolution, which is printed on page 13 of the *Journal of the Proceedings:* *

> *Resolved,* That we are encouraged in our work by the approving smiles and encouraging words of *woman;* and that we regard her as the most accomplished and successful teacher; that we hail as honored co-laborers, every "Lady Pilgrim," who, "with high and holy aims, and calm and happy mind" produced "by the perusal of God's holy Word," and "with healthful and robust body," devotes her powers to the noble work of education.

It has been suggested that the woman whose presence inspired this resolution may have been Susan B. Anthony, who in the early fifties had become known as a leader in the movement for professional recognition of the work of women teachers. Whether for her or for one of her worthy contemporaries, this resolution, couched in the expressions peculiar to its time, remains a fitting tribute to the many thousands of women who in more recent years, enjoying all the privileges of membershi in National as well as in State and loca associations, have brought great gifts t the cause of education and to the Nation.

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*The Journal of Proceedings of the National Teachers' Association at the first anniversary held in Cincinnati, Ohio, August 11, 1858, with the constitution and lectures; published by order of the Board of Directors, Albany, N. Y. James Cruikshank, 35 State Street. 1858. 62 p.

EDUCATIONAL OPINION

By Force of Faith

THE TEACHER must be convinced, like any other salesman, of the value of the commodity in which he deals. Of the teachers I have known whose teaching was a failure, the greater number seemed to have lost faith in their subject. It is the one great law of teaching that it goes by infection. Many a half-hearted pupil, unwillingly or unwittingly dragged into chemistry, has caught fire from the flaming zeal of the teacher.—H. N. MacCracken in the *Atlantic Monthly,* January, 1921.

Sabbatical Year Advocated

A SABBATICAL year for teachers is advocated by the *Ohio Educational Monthly* for November. A year of travel or study, it is pointed out, would work wonders for the teacher and the school.

Opportunity of the Press

I BELIEVE the press has today the supreme opportunity not only to help immediately the cause of sound education, but also to keep before the public the higher objects toward which the schools are looking, says Dr. John H. Finley, President of the University of the State of New York, in a statement made at the time of resigning to take up editorial duties on the *New York Times.*

Education in 1920

FOR MANY reasons, the year 1920 is likely to take its place as marking an epoch in the history of education. One of the most remarkable features about the years of the war was the way in which the various countries involved in the great struggle not only strove to maintain education in a state of efficiency, but concerned themselves earnestly with laying plans for a great educational advance when peace should be reëstablished. The war forced many lessons upon the world. It forced no lesson upon it more remorselessly than that of the need of education. The effect of this was seen first amongst the Allies in a demand for greater technica efficiency, more extended opportunitie for research, and a wider developmen of the expert. But it ended in a demand for education in the truer sense of the word, and that not of the few but of the many. The popular view o education began to enlarge itself. A the years of the war passed by, the democracy of the trenches and of the camp began to make itself felt. Educated and uneducated met together on an equal footing, and doors were opened in this way which can never again be shut. Great Britain did not wait for the end of the war to embark upon a scheme of reform. It was, indeed, almost at the darkest period of the war that the president of the Board of Education introduced into the British House of Commons an education bill which practically doubled national expenditure on education and paved the way for the great advances which have been made during the past year.

Now, the keynote of the British education bill was the raising of the school age, coupled with the provision of means whereby education might be continued after the scholar had exhausted the possibilities of the elementary schools. I is this feature which may be said to be the chief characteristic of the world's educational movement in 1920. Wherever attention is directed, in the United Kingdom, the United States, Germany South America, or Norway, to choose a few typical instances, almost haphazard the educational tendency of 1920 will be found to be in the direction of insuring the boy or girl a longer compulsory period and of constructing the "educational highway," whereby all who so desire may attain to what has come to be called higher education.

Another notable international movement in education has been the demand or greater freedom, not only in teach-ng but in many other directions. It as been a year of the most vigorous xperimentation, characterized by a eadiness, almost an eagerness, to conider the whole question of education *le novo.*

The most hopeful feature about all hese tendencies, good, bad or indifferent, s the alertness which is to be found on ll hands in regard to them. Whether he question is compulsory Greek in England or adult education in Spain, he use of the ideograph in China or ural schools in Porto Rico, no one paricular school has ever the smallest hance of carrying anything its own way vith a high hand. Finally, when all as been said that it is desired to say in egard to education in 1920, there is lways this to be said more, that the lose of the year finds education, in its ruest sense, held universally in higher egard than at any previous period in istory. This, of course, is worth all he other good tendencies put together. —Editorial in *Christian Science Monior*, December 31, 1920.

Genuine Ideals Count

IF YOU, the teachers, are alive intellectually; if your passion for literaure, or your zeal for criticism, funcions wholesomely as a part of your life, lrawing its strength from knowledge nd experience, and enriching in return ll your contacts with environment, why, then your best program for teaching is that which permits you best to give of yourselves. Your minds can touch where the textbook fails. You, in a sense, *are* literature and criticism, and you cannot give facts, cannot give even technique, unless you give yourselves also. Boys and girls trained in a school where these ideals were upheld in practice would be unmistakable. They would bear with them the seeds of education, not mere samples of its fruit. They would, I suspect, come nearer than the present generation to being really educated in 'English.'—Dr. Henry S. Canby, Yale University, in *The English Journal.*

Honor the Common Man

I AM seeking a gospel that will justify and honor the life of the common man, and that gospel will never come into being until material values are dethroned and put in their rightful, subordinate place as instruments to higher ends, until our standards of human valuation and appreciation are reconstructed, and the world's sanctions and rewards are given to ethical and civic achievement as the crowning grace of life. He who has lived well in obscurity has lived the ideal life, and has achieved success as much as he who has lived at the sunlit tops of glory and worldly fame. And this, after all, is the burden and essence of all the great religions of humanity. If you teach anything else, you teach humanity to gamble with the gods of Chance, and you may be assured that the dice of the gods are always loaded.—T. J. McCormack, in *School and Home Education*, December, 1920.

THIS county library truck takes books to the rural homes of Washington County, Maryland. The county library is peculiarly suited to serving rural populations. In its best form it is supported by a tax on the property of the entire county; is governed by a board representing the people of the county; has an adequate central library administered by expert librarians at the chief city; has branches in schools, towns, villages, and postoffices; and serves rural dwellers directly by means of parcel post and a book truck that carries a library of several hundred volumes to every farm home in the county at regular intervals.

More Than Money

LAYING aside a few dollars each week does not necessarily make one a thrifty person. Thrift means so much more than merely money—it means personal efficiency—it means plans—it means foresight—it means prudence—it means sane and legitimate self-control—it means all that makes for character. It is as much removed from miserliness on the one hand as it is from extravagance on the other. As we build the ideals of thrift, we build character.

A mere course of classroom instruction—a set of formal lessons in thrift—while valuable as assisting to establish thrift concepts or ideals, will, if pursued no further, get us practically nowhere. Thrift is a habit of life. It enters into the very detail of one's mode of living. It is a characteristic life attitude of conservation affecting health, energy, time and wealth.—*University of Virginia News Letter.*

A Common Future

BUT what a common language does do, is to show that a common intercourse has existed, and the possibility of intermixture; and if it does not point to a common origin, it points at least to a common future.—H. G. Wells in *The Outline of History.*

Normal School Salaries

THE report is being circulated that when the next legislature convenes there will be a vigorous effort made to increase the salaries of normal school teachers. Here's hoping this effort may succeed. We have said before and we repeat it—normal schools should be able to offer salaries which will attract the strongest men and women—strongest intellectually, professionally, and personally. The men and women in normal schools should be educational leaders in every respect. They should receive material rewards for their work which will enable them to meet the requirements of social life as fully as the best paid members of any profession. Normal school teachers, speaking generally, work too hard for too little pay, so that normal school work is not so highly regarded as it should be by men and women who possess superior qualifications for educational leadership.—M. V. O'Shea in *Wisconsin Journal of Education,* December, 1920.

The Aim of the College

IF ASKED for what a college stands first beyond all else, I should be tempted to say, for the high meaning of the everyday act and the everyday life; for the beauty of work, of unselfish, devoted work with ambition to do the appointed task. If a higher task comes, take it as you would the lower, always with scrupulous fidelity and with that touch of something beyond mere accuracy which makes fidelity heroic. I have seen men and women filling subordinate positions with this kind of heroism—men and women whose lives, shut close as it seemed on every side, would have been arid as the sand if in their hearts they had not said, like Mercy in Pilgrim's Progress, "I purpose never to have a clog in my soul."—Dean Briggs in *New Mexico Journal of Education,* October, 1920.

Associations Are Reorganizing

A SIGNIFICANT movement of reorganization is sweeping through the teachers' associations of the United States. The trend of reorganization and effort at reorganization follows the plan adopted by the National Education Association at Salt Lake City in July, 1920. In the future there is to be not less *discussion* but more *doing.* Business sessions of representative groups of members charged with the final determination of educational policies are most important to give to education the impetus it needs to make democracy genuinely safe and effective. An editorial in the *School of Education Record* of the University of North Dakota for December urges reorganization of the North Dakota Teachers' Association on the plan of the National Association. It says:

> The N. E. A. realized that it was simply forced to a reorganization in which the governing body would be a *representative assembly,* made up of delegates from various States, institutions, and other local groups of members. The general meetings, of course, are proper and auspicious occasions for interesting and inspirational addresses and discussions by great leaders and speakers. But it becomes necessary to have a smaller body—and a representative one—to finally pass upon the problems of importance which emerge, and to push those to adoption throughout the country, first by resolutions and then through legislation. The general meetings would be discussional—like the Assembly of the League of Nations—while the smaller and representative body would be for decision, recommendation, and action.
>
> The same thing seems to us true of our State association. The smaller body should be representative and should have its regular sessions, just as do the various departments. As it is now—and as it was with the N. E. A.—the State association is likely to end in *talk.* The representative body might well be called the Council of the State Teachers' Association—the name is immaterial. But a plan of "locals" and of representatives should be worked out, similar to that of the N. E. A. Until that is done we shall have an "organization" only in name. A real organization with a representative Council might become a power for good, educationally and professionally, in North Dakota. It could give direction—if not force direction—to educational policies and procedures and be a light and a leading in the field represented.

National Code of Education

THAT there should be formulated a national code of education—a code based on a thorough survey of educational needs, conditions, and aims—framed by a "commission composed of outstanding leaders representative of every grade and kind of constructive education in America"—and appointed by the National Education Association is the proposition set forth in an article, A National Code of Education, written by J. W. Searson, and published in *Educational Issues* for October. The National Commission would have Stat coöperating commissions which woul formulate forward-looking educationa programs for each of the States in th Union. Based upon these State programs would be a big national progran which would comprise the element common to all the State codes, whic "should express the best we hav dreamed in education, and should be s clearly and definitely formulated as t constitute a very practical basis of national legislative procedure," and whic "should be flexible enough to cove every possible national need."

Teaching Must Be a Profession

WE MAY as well face the facts and make the most of them. There is a teaching profession, and it is not a trade nor a thing to be scorned. A grea many people are in the teaching ranks who should not be even within the outer gate of professional standards. A few people appreciate the situation and are trying as best they may to bring orderliness of thought and activity out of a period of unrest and revulsion. More and more will the country come to realize that teaching must be a profession and as such realization comes to fulfillment, the pitiful limitations of the profession will disappear.—*National Schoo Digest,* December, 1920.

Smith-Towner Bill Reported Favorably

THE SMITH-TOWNER BILL was reported favorably by the Committee on Education of the House of Representatives on January 11.

Several amendments offered by Congressman Towner, all strengthening the bill, were adopted by the committee. One of these harmonizes the bill with the plan of the new administration for a reorganization of the Executive Departments by providing that the Bureau of Education shall be transferred to the Department of Education, and such other bureaus, boards, and branches of the government as Congress may determine should be administered by the new department.

Another amendment provides "That courses of study, plans and methods for carrying out the purposes and provisions of this act within a State shall be determined by the State and local educational authorities of said State." This, in addition to other provisions of the bill, should satisfy any reasonable person that there is no possibility under this act of centralization of educational authority or of Federal control of education in the States.

Every effort will be made to obtain a favorable report by the Senate Committee also, and to bring the bill to a vote in both Senate and House. If consideration cannot be secured before the adjournment of the present Congress on March 4, the bill will be reintroduced at the opening of the Sixty-seventh Congress in the special session expected to be called in March and its passage urged with unabated earnestness.

THE EDUCATIONAL ADVANCE

National Committee for a Department of Education

A NATIONAL COMMITTEE under the chairmanship of A. Lincoln Filene, of Boston, composed of rominent persons throughout the country interested in the promotion of public education, has been organized to romote the passage of the Smith-Towner bill, particularly the creation f a Department of Education. Among he members of this committee are the ollowing: Edward Bok, Cleveland H. Dodge, Mrs. Maud Wood Park, Mrs. Thomas G. Winter, Mrs. Percy Pennyacker, Mrs. Gifford Pinchot, Wm. C. Redfield, George Wharton Pepper, Henry Bruère, Alvin E. Dodd, Asa G. Candler, Mrs. Thomas A. Edison, Mrs. oseph H. Swan, Miss Mary Garrett Hay, Matthew Woll, Frank A. Vanerlip, Mrs. W. S. Jennings, Mrs. John D. Sherman, Mrs. Edward Franklin White. The National Education Assoiation is represented on this committee y George D. Straver, Chairman of the Legislative Commission.

A New Army School

THAT effort is being made to make the army a genuine institution of ducation is indicated by a statement rom the Adjutant General's Office, anouncing a new mercantile school in the Fifth Division, stationed at Camp Jackon, Columbia, S. C. In this school oldiers are given training which will nable them to perform the clerical duies of the several branches of the Army, t the same time qualifying them for ositions in the business world. Special ffort is made to develop self-reliance, nitiative, perseverance, and judgment. Each student has a desk and fixings imilar to those in the office of a business xecutive. Typewriters, comptometers, iling apparatus, and adding machines of ate model are part of the machinery of he well-lighted and ventilated classooms.

After the student has become proicient, he acts as bookkeeper for a store, where he meets and solves all the problems he would find in a similar position n civil life. He buys and sells, does usiness with a bank, a wholesale house, nd individual consumers; he makes records of actual transactions, and determines the progress of his business, its costs, and profit or loss. In addition, there is training in ordering goods, invoicing, advertising and salesmanship, time-keeping and costs. Instruction in business law and ethics is also part of the course.

A Program Worth While

THE Ohio Federation of Women's Clubs, regarding education as the fundamental need of our democracy, has adopted the following creed and program:

1. Adequate financing of our public schools.
2. A competent, specially trained teacher in every schoolroom, with a salary in proportion to her efficiency.
3. Equal opportunities and a high-school education for every child in the State.
4. Well-equipped centralized schools in rural districts, with courses of study suited to the needs of the rural child.
5. Every school open 12 months in the year, for instruction in some form.
6. Teachers employed 12 months in the year.
7. Vocational education and physical training in every school.
8. Visual education—films for primary teaching in every school, and for geography, history, and literature in the upper grades.
9. Every school a community center for organized activities.
10. Ohio ranking first, instead of twelfth, in education.

China

CHINA, according to the *Educational Review* (Shanghai), is adopting a forward-looking program in education, which, when realized, will provide for the extension of education throughout the republic, for "the trial of coeducation when allowed by local conditions," for coöperation in vocational education and for a system of teacher certification. The Minister of Education has suggested that, following the plan already in operation in the province of Shansi, the provinces should introduce free schools according to the following program: 1921, provincial capitals and commercial ports; 1922, district cities and large towns; 1923, towns and villages with more than 500 homes; 1924, centers with more than 300 homes; 1925, 6 centers with 200 or more homes; 1927, villages with more than 100 homes; 1928, villages with less than 100 homes.

Iowa

A COMMITTEE of Iowa educators has prepared legislation which would increase high school tuition 25 per cent and provide that the maximum amount that can be raised per pupil for the support of public schools be raised to $80 in places where it is now $60 and to $100 in places where it is now $80.

An account of Iowa's preparations to entertain the National Education Association is given on page 25 of this JOURNAL.

Kansas

KANSAS has sixteen hundred school teachers, approximately one-tenth of the teachers of the State, receiving instruction from the Kansas State Normal School through week-end classes in their home communities and by correspondence study.

Maine

MAINE is the first State in the Union to have all its county associations affiliated with the National Association. Dr. A. O. Thomas is State Superintendent of Public Schools and H. A. Allan is agent for rural education.

New York

THE 1920 legislature passed several laws on education. Three are of general interest. The first measure appropriated $20,550,000 for the purpose of increasing the salaries of teachers throughout the State. It provides that the salary of each teacher employed in a common school district shall not be less than $800 for a term of forty weeks. Higher minimum salaries are fixed for elementary and high-school teachers in union and city school districts. The second measure established higher salary schedules for the faculties of New York State normal schools. The third provides a comprehensive, scientific pension system for teachers.

A survey of rural and village schools of New York State has been planned to include schools outside of cities and villages having a population of 4500 or over. This survey will emphasize the importance of the school as a community institution.

Ohio

OHIO State University has adopted the full four-term year of 48 weeks, with the summer session as the fourth quarter. This plan enables ambitious students to complete their courses in three years and makes it possible to serve a much larger enrolment with the same accommodations—an important consideration in these days of university crowding.

Oregon

AN ANNUAL TAX of two mills for the support of elementary education has been approved, in addition to other income already provided. The law was referred to the people by the 1920 legislature and approved by them May 21. At the same time a tax of 1.26 mills was voted for the support of higher educational institutions.

Rhode Island

THE Rhode Island Normal School has become the Rhode Island College of Education and will grant the degree of Bachelor of Education. Numerous extension courses are provided for teachers in service.

Texas

A RECENTLY called session of the Texas legislature made a special appropriation of $4,000,000 to increase salaries of public school teachers. This was in addition to the State appropriation previously made of the proceeds of a 3½-mill tax and the special appropriations for rural schools of $2,000,000 per year.

The board of education at McAllen, Texas, has built a teachers' club costing $35,000, which will house thirty-two teachers and furnish meals at cost to many more. There are thirty-two bedrooms, each equipped with running water, a built-in dressing table, dresser, and a large clothes closet. There are also five screened porches, parlor, a reception room and lobby, one with a tiled floor, kitchen, large dining-room, four bathrooms, manager's room, and servants' room. A competent hostess-manager has been employed at a salary of $1800 for eleven months.

Utah

AT THE recent election a constitutional amendment was ratified which will make it possible for the legislature to levy a school tax sufficient to provide $25 for each person of school age in the State. Utah's State school fund is distributed among the school districts by the State superintendent on the basis of school population.

Wisconsin

RACINE has adopted a policy affecting the professional betterment of the teachers in the public schools which might very well be emulated by other cities. Teachers who spend the summer in study at an approved educational institution are paid their expenses up t a maximum of $100. This amount i adequate to meet the expenses of stud in normal schools and universities, except those on the Atlantic and Pacifi coasts. It is specified in the rules tha the items of expense which will be pai by the Board of Education are the railroad fare from either Racine or th teacher's home to the city in which th institution is located, tuition, board an lodging.—*Wisconsin Journal of Education,* November, 1920.

Committee Work and the National Program

THE National Education Association is committed to a national program in education. President Hunter and the Executive Committee believe that the work of the Association's committees should be made an integral part of the larger program upon which the Association is now at work. The activities of these committees in gathering and presenting data and in shaping policies are fundamental.

At present more than thirty committees are listed on the Association's records. Of these, two-thirds are inactive. The Executive Committee believes that the possibilities of effective committee work have not been fully appreciated by the membership of the Association as a whole. Any failure on the part of committees to realize the full importance of their work is certain to handicap the national program. The Executive Committee is, therefore, asking that all existing and all new committees formulate and state clearly the objectives sought. It is also asking committees to present to the Association at the Des Moines meeting in July specific working programs for the various units of educational organization in the United States. If satisfactory results are to be obtained, committees must at least report progress at that time. It is hoped that most of them will do more. If the Association is to have a comprehensive program around which the united profession can rally as a dynamic force, its committees must be clear-minded, active, and vigorous. They must have their aims constantly before them and make their work contribute to the accomplishment of the larger task which the Association has set for itself.

The needs of education demand als a new type of committee, the purpos of which shall be to centralize and coordinate the varied work of the Association. This does not mean that committees engaged in research and th determination of technique should ceas to function; it means rather that jus now, while our Association is welding itself into a united and progressive organization there must be two or thre committees whose business is to plan, t recommend, and to assist in carryin out the policies of the reorganized Association. For this purpose, the Executive Committee has appointed thre commissions. First, a commissio whose function is to carry out the legislative policy of the Association—*th Legislative Commission.* Second, commission whose function is to coordinate the work of all agencies whic are studying the problems of educatio and to work out a policy whereby thes agencies will contribute to the progra advocated by the Association—*th Commission on Coördination of Research Agencies.* Third, a commissio whose purpose is to help bring to al teachers and to the friends of education the purposes and achievements o the Association and of its various departments and committees—*The Editorial Council.*

The newly appointed committees ar as follows:

Legislative Commission

George D. Strayer, Teachers College, Columbia University, New Yor City; Mary C. C. Bradford, Denve Colo.; J. A. C. Chandler, Williamsburg Va.; Randall J. Condon, 3818 Winding Way, Cincinnati, Ohio; Thoma E. Finegan, Harrisburg, Pa.; T. E Johnson, 206 North St., Lansing

ich.; Charl O. Williams, Court
ouse, Memphis, Tenn.; Agnes S.
inn, 2517 10th Ave., W. Seattle,
ash.; Dwight B. Waldo, 157 Thomp-
n St., Kalamazoo, Mich.; Will C.
ood, Sacramento, Calif.; William
. Davidson, Pittsburgh, Pa.

Commission on Coordination of Research Agencies

Jesse H. Newlon, Denver, Colo.,
hairman; W. C. Bagley, Pleasantville,
. Y.; John W. Withers, St. Louis,
o.; J. W. Studebaker, Des Moines,
wa; Mary D. Bradford, Kenosha,
is.; Walter A. Jessup, Iowa City,
wa; L. D. Coffman, Minneapolis,
inn.; Edwin L. Rouse, Peru, Nebr.;
G. Crabbe, Greeley, Colo.; W. W.
heisen, Madison, Wis.; George Mel-
er, Kansas City, Mo.; Virgil E.
ickson, Oakland, Calif.; Burdette R.
ckingham, Urbana, Ill.; Thomas H.
iggs, New York, N. Y.; Charles E.
ugh, Berkeley, Calif.; W. F. Russell,
wa City, Iowa; Annie Webb Blanton,
ustin, Texas; Jessie E. Colburn, Pub-
School No. 61, New York, N. Y.;
hoebe E. Matthews, 158 Morrison
ve., Somerville, Mass.; Robinson G.
nes, Cleveland, Ohio; C. P. Cary,
adison, Wis.; James W. Gowans,
infield, Kans.; Stuart A. Courtis, 82
iot St., Detroit, Mich.; Franklin
obbitt, Chicago, Ill.; Frank G. Pickell,
leveland, Ohio; Albert S. Cook,
altimore, Md.

ommittee on Financing Delegates to the Representative Assembly

Cornelia S. Adair, 1606 Grove St.,
ichmond, Va.; Agnes E. Doherty, 207
mmit Ave., St. Paul, Minn.; Jose-
ine Corliss Preston, Olympia, Wash.;
live N. Jones, 105 E. 17th St., New
ork City; E. C. Brooks, Raleigh, N.
.; J. W. Crabtree, 1201 16th St. N.
., Washington, D. C.

ommittee on Sources of Revenue

William B. Owen, 370 Normal
arkway, Chicago, Ill.; Margaret
oonan, Harris Teachers' College, St.
ouis, Mo.; John H. Beveridge, 5012
hicago St., Omaha, Nebr.; C. P. Cary,
adison, Wis.; Nickolaus L. Engle-
rdt, Teachers College, Columbia
niversity, New York City; T. E.
hnson, 203 North St., Lansing,
ich.; Archibald H. Waterhouse,
53 Park Ave., Fremont, Nebr.; S.
. Shankland, 120 River St., Wil-
ughby, Ohio; Walter R. Siders, 1031
Garfield, Pocatello, Idaho; John W. Studebaker, 525 Park Blvd., Des Moines, Iowa; Olivia Pound, Lincoln, Nebr.

Committee on Teachers' Salaries

D. B. Waldo, Chairman, Kalamazoo, Mich.; J. M. Gwinn, New Orleans, La.; Margaret Haley, 127 N. Dearborn St., Chicago, Ill.; Sara L. Rhodes, 1001 Herkimer St., Brooklyn, N. Y.; E. C. Brooks, Raleigh, N. C.

Committee on Teacher Tenure

Charl O. Williams, Chairman, Memphis, Tenn.; Grace Strachan Forsythe, 20 West 72d St., New York City; D. B. Johnson, Rock Hill, S. C.; Ernest C. Moore, Harvard University, Cambridge, Mass.; Harlan Updegraff, University of Pennsylvania, Philadelphia, Pa.

Committee on Teachers' Pensions

Joseph Swain, Chairman, Swarthmore, Pa.; Francis G. Blair, 629 S. 2d St., Springfield, Ill.; John W. Carr, Frankfort, Ky.; James Ferguson, Chico, Calif.; Alice M. Cusack, 303 Lei Lau Farl Apt., Lincoln, Nebr.; W. W. McIntire, Ohio University, Athens, Ohio.

Committee on Foreign Relations

(This committee appointed by the outgoing president, Mrs. Preston)

Augustus O. Thomas, Chairman, Capitol, Augusta, Maine; Zenos E. Scott, Louisville, Ky.; James W. Gowans, 902 E. 10th St., Winfield, Kans.; John W. McClinton, 2305 West St., Pueblo, Colo.; Abbie L. Day, University of Nevada, Reno, Nev.; Caroline Armitage, 57 Madison St., Somerville, Mass.; W. K. Dwyer, 505 Hickory St., Anaconda, Mont.; Earl W. Bowyer, 517 N. Pile St., Clovis, New Mexico.

Committee on Visual Education

I. B. Bush, Erie, Pa.; Mable Bush, Sparta, Wis.; Ernest Crandall, 157 E. 67th St., New York City; Howard O. Welty, 5710 Fleming, Oakland, Calif.; Herbert S. Weet, 53 Hancock St., Rochester, N. Y.; Ida Lee Woody, 4405 Forest Park Blvd., St. Louis, Mo.

NOTES *and* ANNOUNCEMENTS

Executive Committee will meet Saturday, February 26, at 4:00 p. m., at the Traymore Hotel.

Board of Directors will meet Tuesday, March 1, at 4:00 p. m., at the Traymore Hotel.

Enrolment and Affiliation

AFFILIATIONS and hundred per cent enrolments are coming in daily. The list will be printed in the March JOURNAL.

Official Program

THE programs of the departments of the N. E. A. and of allied associations will appear in the official program. Some of these programs are already complete. All copy for the official program which is not now in the hands of the Secretary should be sent in at once.

Railroad Rates

ARRANGEMENTS by which members may obtain special railroad rates are explained in full on another page.

Registration—Atlantic City

REGISTRATION Headquarters will be located at the left of the entrance to the Million Dollar Pier. All members should register immediately after arrival in Atlantic City.

N. E. A. Postoffice

THE N. E. A. Postoffice will be conveniently located at the right of the entrance to the Million Dollar Pier. Members may leave letters at this postoffice for their friends and should call there for messages for themselves. Letters and telegrams sent in care of the National Education Association will be placed in this postoffice. The N. E. A. Postoffice will have the Atlantic City addresses of the members in attendance at the Department of Superintendence.

Inaugural Trains to Washington

RAILROAD officials have promised to run special trains which will leave Atlantic City the night of March 3 and reach Washington on the morning of March 4. At the time of going to press it is not certain that a sufficient number of Pullman coaches can be provided. Day coaches will be added, if necessary, to accommodate those who wish to attend the inauguration of President-elect Harding. Members who expect to come to Washington on these special trains, who have not already applied for reservations, should apply at once to J. W. Crabtree, Secretary N. E. A., 1201 Sixteenth Street N. W., Washington, D. C., giving full name and address.

Accommodations in Washington

WASHINGTON is crowded during inaugural week and rooms are difficult to obtain. President Kendall has arranged for a local committee to which members desiring accommodations should apply at once. Letters should be addressed to the chairman of the committee, Superintendent Frank W. Ballou, Office of Board of Education, Franklin School Building, Washington, D. C.

Commercial Exhibits

THE EXHIBITS are this year under the direct management of the Association and have been located on the Million Dollar Pier in Machinery Hall. This location will make it easy to go from the Auditorium, where the meetings are held, or from Registration Headquarters, which are also on the Pier. In addition to many other interesting exhibits, every member will want to see the complete model of an ideal school plant which has been prepared for Winchester, Virginia, by the trustees of the John Handley Fund at a cost of $2000. All of the 114 booths have been sold and many applications could not be filled for want of space. Half of the exhibitors will also exhibit at the meeting of the National Society for Vocational Education, which meets immediately before the Department of Superintendence.

Atlantic City Hotels

THE names and rates of Atlantic City Hotels were printed in the Supplement to the January JOURNAL. To the list should be added the following, which will also issue certificates without charge permitting free entrance to all piers and convention meeting places:

American plan: Austine, New York and Pacific Avenues, $3-$3.50; Arondale, Pacific and Kentucky Avenues, $3.00; Beaumont, Tennessee Avenue, $3.50-$4; Chester Inn, New York Avenue, $3.50-$5; Channell, Pacific and Illinois Avenues, $3.00 up; Clarendon, Virginia Avenue, $4-$5; Clearview, 2117 Pacific Avenue, $3.50-$4; Grand Atlantic, Virginia Avenue, $4-$6; Gerstel's Lelande, Massachusetts Avenue, $6-$7.50; Grossman's, New Jersey Avenue, $5.50; Majestic, Virginia Avenue, $4-$5; National, Tennessee Avenue, $3-$4; Pierrepont, New Jersey Avenue, $4-$6; Walton, Virginia Avenue, $3.50; New England, South Carolina Avenue, $3.50-$6.

European plan: Absecon, Virginia Avenue, $1.50 up; Beaumont, Tennessee Avenue, $1.50-$2; Ralston, St. James Place, $2-$3; Wellesboro, Kentucky Avenue, $2. The Atlantic City plan, which takes care of local convention expenses, requires guests of the few hotels not included in these lists to pay an additional dollar for the privilege of attending meetings on the Million Dollar Pier. Teachers living in Atlantic City also pay this additional dollar. Hotel reservations may be had by writing to R. S. Erlandson, Assistant Secretary, 1201 Sixteenth Street N. W., Washington, D. C. Many of the larger hotels are already booked full and some range of choice should be allowed in making requests. Mr. Erlandson will make special effort to accommodate members.

Election of Officers

Department of Superintendence

WE, the members of the Department of Superintendence of the National Education Association, reassert our belief in democracy.

We reaffirm our convictions that a system of public education is fundamentally essential to a democratic civilization.

We believe that such a system of public education should train all our youth in good citizenship by the practice of the habits of democratic behavior as well as by formal instruction.

We further believe that the procedure and practice of our educational organizations, such as the Department of Superintendence, must conform to the ideals which we set for our youthful citizenship and to the principles to which we give allegiance.

Therefore, be it resolved by the Department of Superintendence of the N. E. A. that our procedure in the election of our officers be so changed that the rank and file of our membership shall have a voice in the selection of the officers of the Department.

Be it further resolved that the officers of the Department shall be elected in accordance with the following plan:

1.—Any active member of the Department of Superintendence may between January 1st and February 15th of each year, file with the Secretary of the N. E. A. a nomination for each office in the Department, which nomination shall be
placed upon the primary ballot as her
inafter provided.

2.—In each January issue of the N.
A. Bulletin, the Secretary of the N.
A. shall print a notice calling for nom
nations for the several offices of t
Department of Superintendence.

3.—In each February issue of the
E. A. Bulletin, the Secretary of the
E. A. shall print an alphabetical list
all persons who have been nominate
for each of the several offices by t
date when the Bulletin is issued.

4.—The Secretary of the N. E. A. sha
prepare printed primary ballots on whic
shall be alphabetically arranged und
each office to be filled the names of a
persons who have been nominated f
that office by February 15th of that yea
together with the educational positio
occupied by the person named and th
date when he joined the Association.

5.—Each active member of the D
partment who registers before 5:00 p. n
of Wednesday of the week of the mee
ing shall be given a primary ballot o
which he may indicate by means of
cross his choice for each office to b
filled. In case three nominations sha
not have been made for any offic
voters may write in the names of anothe
candidate, but if three nominations sha
have been made, votes for other cand
dates shall not be counted.

6.—The Secretary and Vice-Presiden
of the Department shall constitute
canvassing board to count the ballot
cast by the active members of the D
partment and the result shall be re
ported by the President at the firs
regular session of the Department hel
on Thursday.

7.—Election ballots shall be prepare
by the Secretary of the N. E. A. con
taining under each office to be fille
the names of the two persons who in th
primary ballot had received the larges
number of votes for that office, arrang
ing the names in the order of number o
votes received. In case two or mor
persons were tied for second place in th
primary ballot, all such names shall b
placed on the election ballot in alpha
betical order.

8.—At the annual business meetin
the active members shall elect the offi
cers by majority vote from the nomina
tions made as the result of the primar
election, using the election ballots pro
vided.

A motion was passed to appoint
committee of five to report on the sec
ond day of the meeting of 1921, on suc
other suitable ways and means as ma
be necessary to carry into effect th
spirit and purpose of these resolution
This committee consists of the follow
ing:

A. E. Winship, Boston, Mass., Chai
man; R. G. Jones, Cleveland, Ohio; He
bert S. Weet, Rochester, N. Y.; J. W
Sexton, Lansing, Mich.; E. C. Hartwel
Buffalo, N. Y.

Nominations

THE nominations on going to press a
as follows (others will be printed
the March JOURNAL): For *President*—Wi
liam L. Ettinger, Superintendent Cit
Schools, New York City; John F. Kea
ing, Superintendent City Schools, Puebl
Colo.; Herbert S. Weet, Superintende
City Schools, Rochester, N. Y.; Charl C
Williams, County Superintendent
Schools, Memphis, Tenn.; John W. Wither

(*Continued on page 37*)

Department of Superintendence

MUSIC will be conducted throughout the meetings of the Department of Superintendence by Albert E. Brown, Boston, Massachusetts.

Officers

Calvin N. Kendall, Commissioner of Education, Trenton, N. J., President.

E. A. Smith, Superintendent of City Schools, Evanston, Ill., First Vice-President.

M. Gwinn, Superintendent of City Schools, New Orleans, La., Second Vice-President.

Belle M. Ryan, Assistant Superintendent of City Schools, Omaha, Nebr., Secretary.

Morning Service

Sunday, February 27

Henry van Dyke, Princeton University, Princeton, N. J.

Evening Service

John H. Finley, recently Commissioner of Education of the State of New York.

Monday Morning

February 28, 9:30 o'clock

The Great Problem in American Education—The Rural School. What has been accomplished? What is the solution?

(Speakers limited to thirty minutes)

Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.

Ralph Decker, Superintendent of Schools, Sussex County, N. J.

W. L. Harding, Ex-Governor of Iowa, Des Moines, Iowa.

W. C. Bagley, Teachers College, New York, N. Y., The Aims of Rural Education.

Open discussion, speakers limited to ten minutes, led by Ernest Burnham, State Normal School, Kalamazoo, Mich.; Elizabeth Kelly, Department of Education, Raleigh, N. C.

Monday Afternoon

February 28, 2:30 o'clock

Some Ideals and Accomplishments of the School System I Represent

(Speakers limited to thirty minutes)

H. S. Weet, Superintendent City Schools, Rochester, N. Y.

David B. Corson, Superintendent City Schools, Newark, N. J.

Frank B. Cooper, Superintendent City Schools, Seattle, Wash.

Randall J. Condon, Superintendent City Schools, Cincinnati, Ohio.

Monday Evening

February 28, 8:00 o'clock

(Speakers limited to thirty minutes)

Frank V. Thompson, Superintendent of City Schools, Boston, Mass., The Schooling of the Immigrant.

Frank Cody, Superintendent of City Schools, Detroit, Mich., What One Representative City Is Doing in Teaching Americanization.

Arthur W. Dunn, Specialist in Civic Education, U. S. Bureau of Education, and Associate National Director, Junior Red Cross, Washington, D. C., Progress in the Civic Training of Young America.

Tuesday Morning

March 1, 9:00 o'clock

Best Use of the Superintendent's Time

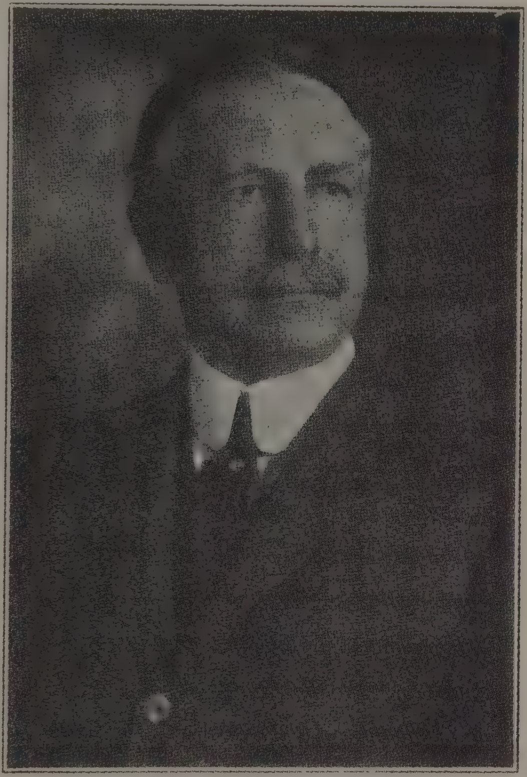
(Speakers limited to twenty-five minutes)

James H. Van Sickle, Superintendent City Schools, Springfield, Mass.

Charles S. Meek, Superintendent City Schools, Madison, Wis., and Professor of Education, University of Wisconsin.

H. B. Wilson, Superintendent City Schools, Berkeley, Calif.

Charl O. Williams, Superintendent of Schools, Shelby County, Memphis, Tenn.



CALVIN N. KENDALL
President Department of Superintendence

Open discussion, leaders limited to ten minutes each, led by Bennett B. Jackson, Superintendent City Schools, Minneapolis, Minn.; James O. Engleman, Superintendent City Schools, Decatur, Ill.

First Business Meeting, 11:30 o'clock—Report of the Committee on the Method of Electing Officers of the Department.

Tuesday Afternoon

March 1, 2:30 o'clock

The Probable Future of Education in the United States—Its Policies and Programs

(Speakers limited to thirty minutes)

Henry Snyder, Superintendent City Schools, Jersey City, N. J.

Lotus D. Coffman, President University of Minnesota, Minneapolis, Minn.

Frank E. Spaulding, Head of Department of Education, Yale University, New Haven, Conn.

M. L. Burton, President University of Michigan, Ann Arbor, Mich.

Open discussion, leaders limited to fifteen minutes, led by Robert J. Aley, President State University, Orono, Maine, and John W. Withers, Superintendent City Schools, St. Louis, Mo.

Tuesday Evening

March 1, 8:00 o'clock

Livingston Lord, Principal of State Normal School, Charleston, Ill., The Ideals of the Teacher.

Wednesday Morning

March 2, 9:30 o'clock

The Great Need of the Schools—Better Teaching. How Shall We Get It?

(Speakers limited to thirty minutes)

Mrs. Susan M. Dorsey, Superintendent City Schools, Los Angeles, Calif.

Zenos E. Scott, Superintendent City Schools, Louisville, Ky.

Walter A. Jessup, President University of Iowa, Iowa City, Iowa.

Charles H. Judd, Dean of Department of Education, University of Chicago, Chicago, Ill.

Wednesday Afternoon

March 2, 2:30 o'clock

Departmental Meetings

Cities less than 50,000—Chairman, H. M. Maxson, Superintendent City Schools, Plainfield, N. J.

General Subject

Grading Teachers' Salaries

E. S. Evenden, Columbia University, New York, N. Y., Foundation Principles; T. J. Knapp, Superintendent City Schools, Highland Park, Mich., A Michigan Plan; U. G. Wheeler, Superintendent City Schools, Newton, Mass., A Massachusetts Plan; F. E. Downes, Superintendent City Schools, Harrisburg, Pa., A Pennsylvania Plan.

General discussion—Leaders: M. N. McIver, Superintendent City Schools, Oshkosh, Wis., and H. D. Hervey, Superintendent City Schools, Auburn, N. Y.

Cities 50,000 *to* 250,000—Chairman, Louis P. Benezet, Superintendent City Schools, Evansville, Ind.; I. M. Allen, Superintendent City Schools, Springfield, Ill., A Plan for Reporting to Parents the Results of Educational Measurements.

Debate: Is the Junior High School 'Delivering the Goods'? Affirmative, Ballard D. Remy, Principal Forest Park Junior High School, Springfield, Mass.; Negative, L. C. Ward, Superintendent City Schools, Fort Wayne, Ind.

Open discussion, leaders limited to five minutes, led by J. W. Studebaker, Superintendent City Schools, Des Moines, Iowa; A. W. Beasley, Superintendent City Schools, Peoria, Ill.; Charles S. Foos, Superintendent City Schools, Reading, Pa.

Cities 250,000 *to* 450,000—Chairman, J. M. Gwinn, Superintendent City Schools, New Orleans, La.

General Subject

How May Teachers Be Paid According to Merit Rather Than by a Schedule

(Continued on page 37)

Tentative Programs of Departments and Allied Organizations

AMERICAN School Citizenship League and **The Junior Red Cross** will hold a joint meeting on Saturday afternoon, Feb. 26, at St. Paul's M. E. Church.

The following program, followed by a discussion, will be given: E. O. Sisson, President University of Montana, The New World Outlook and the American School Citizenship League; J. F. Hosic, Chicago Normal College and Associate National Director of the Junior Red Cross, The Program of the Junior Red Cross; F. P. Woellner, Buffalo Normal School, A New Point of View in History—The Demand for a New Organization and a Subject Matter.

The officers of the American School Citizenship League are: President, Randall J. Condon, Cincinnati, Ohio; Secretary, Fannie Fern Andrews, Boston, Mass. The chairman of the Junior Red Cross is: Arthur W. Dunn, National Director Junior Red Cross, Washington, D. C.

ASSOCIATION of Teachers of Crippled Children will hold a round table Wednesday afternoon, March 2, at Room 16, Hotel Chalfonte. The officers are: President, Mrs. Julia L. McGrew, 1805 Dupont Ave., Minneapolis, Minn.; Chairman, B. B. Jackson, Superintendent Schools, Minneapolis, Minn.

COMMISSION on the Reorganization of Secondary Education will hold morning and afternoon conferences on Wednesday, March 2, at the High School Auditorium.

The morning conference will be addressed by Edmund B. De Sauze, Director of Foreign Languages, Cleveland, Ohio; Edwin L. Miller, Principal Northern High School, Detroit, Mich.; Dr. David Snedden, Professor of Educational Sociology, Teachers College, Columbia University; and Dr. J. L. Tildsley, District Superintendent of Schools, New York City, on the topic, The Place of Foreign Languages in Secondary Education—Why, for Whom, When, and How Much, followed by general discussion.

The afternoon session will be addressed by Otis W. Caldwell, Director Lincoln School, New York City, Chairman of the Committee on Science; Mrs. Henrietta W. Calvin, U. S. Bureau of Education, Chairman of the Committee on Home Economics; J. W. Young, Dartmouth College, Chairman of the National Committee on Mathematical Requirements, the Mathematical Association of America; and J. A. Foberg, Crane Technical High School, Chicago, Ill., Vice-Chairman of the National Committee on Mathematical Requirements, the Mathematical Association of America. These speakers will discuss the fundamental principles in the reorganization of subjects in the various departments which they represent.

The Chairman is C. D. Kingsley, Department of Education, State House, Boston, Mass.

COMMUNITY Center Section under the auspices of the National Community Center Association will hold conferences Saturday morning and afternoon, February 26, and Thursday afternoon, March 3, in Room 17, Hotel Chalfonte.

The officers are: President, Mrs. Louis D. Brandeis, Washington, D. C.; Chairman, Clarence A. Perry, New York City; Secretary, Eugene C. Gibney, New York City.

CONFERENCE on Sex Education in Schools under the auspices of the U. S. Bureau of Education and the U. S. Public Health Service, Saturday afternoon, February 26, at Massachusetts Avenue School; Dr. B. C. Gruenberg, Assistant Director of Educational Work, U. S. Public Health Service, Washington, D. C., in charge.

COUNCIL of State Superintendents will hold conferences Friday and Saturday, February 25 and 26.

The Friday morning conference will be addressed by Lorraine Elizabeth Wooster, State Superintendent of Schools, Topeka, Kans.; N. P. Shawkey, Charleston, W. Va., County Superintendents' Salaries; Mary C. Bradford, Denver, Colo., Thrift in Our Schools.

The Friday afternoon conference will be addressed by C. P. Cary, Madison, Wis., Election of State Superintendents; P. E. McClenaham, Des Moines, Iowa, County Normal Institutes; John N. Matzen, Lincoln, Nebr., Elimination of Non-Essentials.

The Friday evening meeting will be addressed by Dr. A. E. Winship, Editor *Journal of Education*, Boston, Mass., Non-Essentials in Courses of Study; M. C. Brumbaugh, Ex-Governor of Pennsylvania, Philadelphia, Pa., Physical Education.

Saturday morning the conference will be addressed by L. N. Hines, Indianapolis, Ind., Certification of Teachers; Sam A. Baker, Jefferson City, Utah; L. T. Muir, Salt Lake City, Utah.

Saturday afternoon the conference will be addressed by Will C. Wood, Sacramento, Calif.; Annie Webb Blanton, Austin, Texas, Federal Aid to Schools; Harry E. Oleson, Chief Justice, Municipal Court, Chicago, Ill., Needed Care of Defectives.

Saturday evening after dinner the conference will be addressed by Senator Capper, Congressman-elect Robertson of Oklahoma, Congressman Simeon D. Fess of Ohio, and Congressman Andrews of Nebraska. Mr. Harding may be present.

The officers are: President, Lorraine Elizabeth Wooster, State Superintendent of Schools, Topeka, Kans.; Secretary, Augustus O. Thomas, State Superintendent, Augusta, Maine.

DEPARTMENTS of Education in State Universities and Land Grant Colleges will hold a conference Saturday afternoon, February 26, at 3:30 o'clock, at Marlborough Park Avenue Hall.

All delegates attending this conference are requested to come prepared to participate in the following discussions: The purpose, function, and constituency of the Association, including justification for its existence, its concrete problems as opposed to those in non-State institutions, the question of holding open meetings or of limiting meetings to accredited delegates, and whether its progran should be formal or informal; extensio services to the public schools, to teache as individuals, and to local communitie and the organization, financing, and a ministration of such services; the trainin of teachers to meet the provision of th Smith-Hughes law; how to make effe tive the provisions of the Smith-Towne bill on passing; the legal right to certif cate teachers, the accrediting of norma school work, validating of interstat certificates; ways of fostering Stat school legislation.

The officers are: President, C. C Davis, University of Michigan, An Arbor, Mich.; Secretary, F. J. Kell University of Kansas, Lawrence, Kan

EDUCATIONAL Press Associatio of America will hold a conference a 2 o'clock, Thursday, February 24, i Meeting Room, Hotel Dennis. Some su jects to be discussed are: One Hun dred Per Cent Subscriptions for the Stat Educational Journal, Voting Contest and Prizes for Stimulating Subscription Popular Features or Departments, Edu cational News Field, Lower Productio Costs and Former Postage Rates, Kind of Advertising, etc. Some of these topic have been accepted; select your topic an write the secretary at once.

The officers are: President, H. G. Wi liams, Editor, *Ohio Teacher,* Columbu Ohio; Secretary, Geo. L. Towne, Edito *Nebraska Teacher,* Lincoln, Nebr.

INTERNATIONAL Kindergarte Union will hold a conference Thur day morning at 9 o'clock, March 3, a St. Paul's M. E. Church.

The topic for the session, Condition That Make for Unification of Kinde garten and Early Grades: (1) In th Curriculum, (2) In Method, (3) I Equipment, will be introduced by Luc Gage, George Peabody College fo Teachers, Nashville, Tenn., and discusse by the members of the Internationa Kindergarten Union and the Nationa Council of Primary Education.

The Bureau of Education Committe of the I. K. U. will meet Wednesday a 2 o'clock at the Park Avenue conferenc room of the Marlborough-Blenheim. A members of the general committee a well as the sub-committees are urged t be present.

The officers are: President, Nina C Vanderwalker, Bureau of Educatio Washington, D. C.; Secretary, May Mu ray, Springfield, Mass.

MODERN Health Crusaders will pr sent a pageant on the Million Do lar Pier, Monday noon, February 2 This pageant was staged twice in Was ington, D. C., last June, and it is est mated that some 25,000 children, teach ers, and parents attended.

Modern Health Crusaders is an orga ization under the direction of the Juni Red Cross and the Tuberculosis Associa tion. Charles W. De Forest, 381 Fourt Ave., New York, N. Y., is Crusad Executive, in charge of the program.

NATIONAL Association of Deans Women will hold conferences o Friday and Saturday, February 25 an 26, at Hotel St. Charles.

The morning conference, which begi at 9:00 o'clock, will be addressed b Kristine Mann, The Health Center fo Women and Girls, New York City, Pa ing the Price for Health; Cora Franc

Stoddard, Director Scientific Temperance Investigation, Boston, Mass., Health Considerations in the Enforcement of the Eighteenth Amendment; Lilian Welsh, Goucher College, Baltimore, Md., Health Instruction and Supervision.

The afternoon meetings on Friday and Saturday, which begin at 2:30 o'clock, will be given over to the sectional conferences of University Deans of Women, College Deans, and Deans of Women, Normal School Deans of Women, and High School Deans of Girls.

At the evening meeting Carrie Chapman Catt will give an address, The New Call to Women. An informal reception will follow.

The Saturday morning conference, which begins at 9:00 o'clock, will be addressed by Susan Miller Dorsey, Superintendent of Schools, Los Angeles, Calif., Position and Responsibility of Women in Public Education; Sarah Louise Arnold, Dean, Simmons College, Boston, Mass.; Emma P. Hirth, Director, The Bureau of Vocational Information, New York City, The National Federation of Business and Professional Women's Clubs.

Saturday noon, a luncheon will be given, at which Ada Comstock, Dean, Smith College, will speak on The International Federation of University Women,

(Continued on page 36)

National Council of Education

Program for Its Meeting at Atlantic City, New Jersey, Saturday, February 26, and Tuesday Afternoon, March 1, 1921, at Presbyterian Church

THE leaders of the open forum will preside at their respective sessions, provide the speakers, conduct the discussions and make reports of the work and decisions to the secretary of the Council. Each leader should report full list of all members of the Council in attendance at the conference.

Officers

Homer H. Seerley, President Iowa State Teachers College, Cedar Falls, Iowa, President.

Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash., Vice-President.

Adelaide Steele Baylor, Federal Agent for Home Economics, Washington, D. C., Secretary.

First Session

Saturday Morning, 9:00 o'clock

General Meeting of All Members and Visitors

President's Address, The Effects of Educational Expansion, Homer H. Seerley, President Iowa State Teachers College, Cedar Falls, Iowa, ten minutes.

Business, fifteen minutes.

Statements of leaders of conferences, ten minutes each.

Open Forums, separate rooms

Conference on Social Hygiene, program and leader furnished by authority of the Committee on Health Program with the coöperation of the American Social Hygiene Association; Leader appointed by Committee on Health.

Conference of the Committee on The Participation of Teachers in School Management; Leader, Harlan Updegraff, University of Pennsylvania, Philadelphia, Pa., Chairman; Members: Susan M. Dorsey, Los Angeles, Calif., P. W. Horn, Houston, Tex., William M. Davidson, Pittsburgh, Pa., Anna Laura Force, Denver, Colo., Stella Herron, New Orleans, La., Cornelia S. Adair, Richmond, Va.

Conference on Changes Needed in the Elementary School Course—New Subjects to be Added, Old Subjects to be Omitted; Leader, Katherine D. Blake, Principal Public School No. 6, New York, N. Y.

Second Session

Saturday Afternoon, 2:00 o'clock

General Meeting of All Members and Visitors

Address, The Importance of American Education, Fred M. Hunter, Superintendent of Schools, Oakland, Calif., fifteen minutes.

Business, ten minutes.

Statements of leaders of conferences, ten minutes each.

Open Forums, separate rooms

Conference on The Educational Survey—Its Purpose, Motives, and Accomplishments, Should Its Aim be Autocracy, Aristocracy, or Democracy in Education; Leader, Dr. A. E. Winship, Editor *Journal of Education*, Boston, Mass. Organization of a committee for future reports will be provided if those in attendance so desire.

Conference of the Committee on Democracy Applied to Education: The Curriculum Survey; Leader, Dr. A. Duncan Yocum, University of Pennsylvania, Philadelphia, Pa., Chairman; Members: Sarah Louise Arnold, Dean Simmons College, Boston, Mass., Fanny Fern Andrews, Boston, Mass., Walter S. Athearn, Boston University, Boston, Mass., Dr. W. C. Bagley, Columbia University, New York, N. Y., Arthur H. Chamberlain, San Francisco, Calif., Olive N. Jones, New York, N. Y.

Conference of the Committee on The Reorganization of the Seventh, Eighth, and Ninth Grades; Leader, Charles H. Judd, University of Chicago, Chicago, Ill., Chairman; Members: James M. Glass, Rochester, N. Y., J. H. Bentley, Richmond, Ind., Arthur Gould, Los Angeles, Calif., Charles E. Chadsey, Urbana, Ill., J. W. Withers, St. Louis, Mo., Ella J. Switzer, Denver, Colo., Annie Webb Blanton, Austin, Tex., Josephine C. Preston, Olympia, Wash., Katherine D. Blake, New York, N. Y., J. M. Gwinn, New Orleans, La.

Third Session

Saturday Evening, 7:30 o'clock

General Meeting

Address, The American Teacher, J. G. Crabbe, President State Teachers College, Greeley, Colo., fifteen minutes.

Business, ten minutes.

Statements of leaders of conferences, ten minutes each.

Open Forums, separate rooms

Leaders of each conference in charge as presiding officer.

Conference on The State Administration of Public Education; Leader, C. P. Cary, Superintendent of Public Instruction, Madison, Wis.; Members: May Trumper, Superintendent of Public Instruction, Helena, Mont., Thomas E. Finegan, Superintendent of Public Instruction, Harrisburg, Pa., E. W. Butterfield, Superintendent of Public Instruction, Concord, N. H., Annie Webb Blanton, Superintendent of Public Instruction, Austin, Tex., T. E. Johnson, Superintendent of Public Instruction, Lansing, Mich., George Reavis, Assistant State Superintendent, Baltimore, Md.

Conference on Teacher Progress by Collective Organization; Leader, Olive N. Jones, New York, N. Y. Program will be organized, plans determined and conference conducted by the leader. Committee will be organized permanently if those attending make such decision.

Fourth Session

Tuesday Afternoon, 2:00 o'clock

General Meeting

Address, Education and Health, Thomas D. Wood, Columbia University, New York, N. Y., Chairman of Committee on Health Problems.

Business, ten minutes.

Report of the Committee on Health Problems, Presbyterian Church. The committee is composed of members of the National Education Association and of the American Medical Association; Thomas D. Wood, Columbia University, New York, N. Y., Chairman; Members: Robert J. Aley, Orono, Maine, Katherine D. Blake, New York, N. Y., Mrs. Mary C. Bradford, Denver, Colo., William H. Burnham, Worcester, Mass., P. P. Claxton, Washington, D. C., F. B. Dresslar, Nashville, Tenn., Ada Van Stone Harris, Pittsburgh, Pa., Clark W. Hetherington, Sacramento, Calif., William B. Owen, Chicago, Ill., Mrs. Josephine C. Preston, Olympia, Wash., Albert E. Winship, Boston, Mass., Mrs. Ira Couch-Wood, Chicago, Ill., John F. Keating, Pueblo, Colo., Charles H. Keyes, Saratoga Springs, N. Y., Mrs. Margaret S. McNaught, Sacramento, Calif.

Conference of the Committee on Thrift, First Presbyterian Church; Leader, Arthur H. Chamberlain, Editor *Sierra Educational News*, San Francisco, Calif., Chairman. The program will be organized, plans determined and conference conducted by the leader. The Committee on Rural Education has postponed its report until the meeting at Des Moines, Iowa, July, 1921.

Meeting of Committee on Rural Education, John F. Sims, Chairman.

TENTATIVE PROGRAMS

(*Continued from page 35*)

and M. Carey Thomas, President, Bryn Mawr College, on International Relationships of University Women and International Club Houses.

The officers are: President, Mina Kerr, Dean, Milwaukee-Downer College, Milwaukee, Wis.; Secretary, Katherine S. Alvord, Dean of Women, De Pauw University, Greencastle, Ind.

NATIONAL **Association of Directors of Educational Research** will hold morning and afternoon meetings for members only on Saturday, February 26, the morning meeting to be held at the Garden Room and the afternoon meeting at Room 21, Hotel Chalfonte. An open meeting will be held Thursday, March 3, morning and afternoon sessions at Haddon Hall and the evening session at Hotel Traymore.

The morning conference, which begins at 9:00 o'clock, will discuss The Use of Intelligence Tests. It will be addressed by B. R. Buckingham, University of Illinois; O. S. Johnson, St. Paul Public Schools; Charles Fordyce, University of Nebraska; Harriet L. Barthelmess, Boston Public Schools; Guy M. Whipple, University of Michigan; Ira J. Bright, Leavenworth Public Schools; E. L. Thorndike and Ben Woods, Teachers College, Columbia University.

The afternoon conference, which convenes at 2:00 o'clock, will be addressed by W. S. Gray, University of Chicago, Diagnostic and Remedial Steps in Reading; Ernest Horn, University of Iowa, A Constructive Program in the Development of Ability to Read Complicated Materials; Harold O. Rugg, Lincoln School, Teachers College, Columbia University, The Curriculum in Economic and Social Studies; S. A. Courtis, Detroit Public Schools, Research as a Distinct Function of Supervision; Carter Alexander, Department of Public Instruction, Wisconsin, How to Present Educational Measurements in such a way as to Influence the Public Favorably; E. J. Ashbaugh, University of Iowa.

At 6 o'clock there will be a dinner at Hotel Traymore, followed by the president's address and business meeting.

The president is M. E. Haggerty, School of Education, University of Minnesota, Minneapolis, Minn.

NATIONAL **Association of Directors of Supervised Student Teaching** will hold conferences Monday morning, February 28, Tuesday afternoon, March 1, and Wednesday evening, March 2, on the veranda of Hotel Breakers.

At the Monday and Tuesday conferences the subject, Student Teaching as a Definite Part of Teacher Training, will be discussed. After the dinner, Wednesday evening, 6 o'clock, a short business meeting will be held.

The officers are: President, A. R. Mead, Ohio Wesleyan University, Delaware, Ohio; Secretary, Robert A. Cummins, State Normal College, Natchitoches, La.

NATIONAL **Association of Teachers' Agencies** will hold a conference Tuesday afternoon, at 2 o'clock, March 1, at the Casino of Hotel Brighton. The meeting will be addressed by Dr. Edwin A. Shaw, School of Education, Harvard University, The Agency and the Teacher; Superintendent Elmer E. Arnold, Pelham Manor, N. Y., The Agency and the Employer; Walter E. Russell, Principal State Normal School, Gorham, Maine.

The officers are: President, C. W. Mulford, 366 Fifth Ave., New York City; Secretary, C. W. Cary, Hartford, Conn.

NATIONAL **Child Welfare Association** will hold a conference-breakfast at the Hotel Chalfonte, Wednesday, March 2, at 8 o'clock. The meeting will be addressed by Dr. A. E. Winship, Boston, Mass., The Child as a Twenty-four Hour Problem; Dr. George D. Strayer, Columbia University, Child Welfare and the Schools; Dr. Ernest L. Crandall, Board of Education, New York City, The Value of Visual Instruction; Charles F. Powlison, National Child Welfare Association, New York City, Lectures through Pictorial Representation.

The officers are: President, Judge William H. Wadhams, New York City; Secretary, Charles F. Powlison, 70 Fifth Avenue, New York City.

NATIONAL **Conference on Educational Method** will hold morning and afternoon conferences on Tuesday, March 1, at St. Paul's M. E. Church.

The meetings will be addressed by Dr. James F. Hosic, Chicago Normal College, Chicago, Ill., The Scope and Significance of Educational Method; Rose Carrigan, Boston, Mass., Experiments in Project Teaching and Supervision; C. L. Wright, Huntington, W. Va., The High School Project; Margaret Noonan, Harris Teachers College, St. Louis, Mo., Relation of Text Books to Project Method; C. C. Certain, Detroit, Mich., Administrative Conditions for Project Teaching.

The officers are: Chairman, W. H. Kilpatrick, Teachers College, Columbia University, New York City; Secretary, J. F. Hosic, Chicago, Ill.

NATIONAL **Congress of Mothers and Parent-Teacher Associations** will hold afternoon and evening conferences on Thursday, March 3, at the First Presbyterian Church.

The afternoon conference, which begins at 2:30 o'clock, will be addressed by Julia Wade Abbott, U. S. Bureau of Education, Washington, D. C., What the School Owes the Child; M. V. O'Shea, University of Wisconsin, Madison, Wis., The Parents' Responsibility to the Child and the Neighbor's Child; Payson Smith, Commissioner of Education, Boston, Mass., The State's Responsibility to Its Children.

The evening conference, which convenes at 8 o'clock, will be addressed by Julia Lathrop, Chief Children's Bureau, Washington, D. C., The Nation's Responsibility to Its Children; W. C. Bagley, Teachers College, Columbia University, New York City, The Nation's Opportunity in the Training of Its Citizens.

The officers are: President, Mrs. Milton P. Higgins, Worcester, Mass.; Secretary, Florence Watkins, 1201 Sixteenth St. N. W., Washington, D. C.

NATIONAL **Council of Administrative Women in Education** will hold afternoon and evening conferences on Wednesday, March 2, at the First Presbyterian Church.

The afternoon conference will be addressed by Wilbur F. Gordy, Chairman History Committee, American School Citizenship League, A Complete Course in History for the Elementary Schools; Edward O. Sisson, University of Montana, The Teaching of Foreign Relations; Reports from Vice-Presidents and the Committee on Training for Civic Responsibility, this committee having charge of the program for the evening session.

The officers are: President, Mary D. Bradford, Kenosha, Wis.; Secretary, Elvira D. Cabell, Chicago, Ill.

NATIONAL **Council of Garden Teachers** will hold conferences Saturday afternoon, February 26, and Monday morning, February 28, at Room 71 Blackstone Hotel.

The Saturday conference, which begins at 2 o'clock, will consist of a meeting of the committees on Constitution and By-Laws, Garden Courses in Normal Schools, Garden Courses in Large Cities, Garden Courses in Small Cities, and School Credit for Gardening.

The Monday conference, which begins at 10 o'clock, will be devoted to reports of the committees named above, represented by C. M. Weed, L. S. Ivins, John A. Hollinger, Orton W. Lowe, and F. A. Merrill.

The Secretary is John Hollinger, Fulton Building, Pittsburgh, Pa.

NATIONAL **Council of Primary Education** will hold its annual meeting Thursday afternoon, March 3, at St. Paul's M. E. Church.

The topic for the session, Conditions which Make for Continuity in Subject Matter and Method in Kindergarten and First Grade, will be jointly discussed by The National Council of Primary Education and The International Kindergarten Union.

The chairman is Ella Victoria Dobbs, University of Missouri, Columbia, Mo.

NATIONAL **Council of Social Science Teachers**—a preliminary organization meeting will be held Thursday, March 3, at 2:30 o'clock, at the Casino, Hotel Brighton.

This meeting will be addressed by E. U. Rugg, Teachers College, Columbia University; D. C. Knowlton, Lincoln School, New York City; H. H. Moore, Washington, D. C.; J. M. Gambrill, Teachers College, Columbia University; R. L. Finney, University of Minnesota; H. V. Church, J. Sterling Morton High School, Cicero, Ill. A general discussion precedes the appointment of an organization committee.

Following a dinner of the Social Science Teachers, Thursday, March 3, at 6 o'clock, there will be a report of the committee on organization of the Council, and addresses by A. E. McKinley, Managing Editor, *Historical Outlook*, Philadelphia, Pa., and W. C. Bagley, Teachers College, Columbia University.

NATIONAL **Council of Teachers of Mathematics** will hold conferences Thursday afternoon and evening, March 3, at Hotel Chalfonte, Rooms 16 and 17.

The afternoon conference will be addressed by Dr. David Eugene Smith, Teachers College, Journals of Europe for Teachers of Mathematics; J. R. Clark, Editor, The Lincoln School, New York City, Plans and Policy of *The Mathematics Teacher*. A round-table discussion follows.

The evening session wll be addressed bv W. E. Betz and Raleigh Schorling, The Lincoln School, New York City.

lustrated Lecture on Geometry and ppreciation in Nature and Art; Dr. W. Young, Dartmouth College, The Vork of the National Committee on athematical Requirements. A discus- on follows.

The officers are: President, C. M. Aus- n; Oak Park, Ill.; Secretary, J. A. Fo- rg, 3829 N. Tripp Ave., Chicago, Ill.

NATIONAL Society of College Teachers of Education will hold confer- ces Friday afternoon and evening, ebruary 25, and Saturday morning, ebruary 26, in the Traymore library.

The afternoon session, which begins 2 o'clock, will be devoted to reports the Committee on Preparation of urriculum in Education, A. J. Jones, airman, and the Committee on Stan- ardizing Colleges, Schools, and Depart- ents of Education, J. E. Butterworth, airman. Short addresses will be given y A. Duncan Yocum, Uniform Nomen- ature; H. W. Nutt, Common Content Special Method Courses; A. J. Jones, he Determination of the Actual Needs f Teachers; S. H. Courtis, Standards of eaching Ability; A. R. Brubacker, leasuring Teaching Personality; S. B. avis, A Teacher-Improvement Score ard.

The Friday evening session, which be- ins at 8 o'clock, will be addressed by I. H. Foster, Student-Teaching under ne Smith-Hughes Law; A. V. Storm, tudent-Teaching in Land Grant Col- ges; W. S. Gray, Distribution of the tudent-Teacher's Time; C. F. Fordyce, orrelations between Tests and Rating f Student-Teachers; L. B. Hill, A Prog- ess Report on the Ratings of Student- eachers; W. P. Burris, The Cincinnati lan of Student-Teaching; A. L. Hall- uest, Training Teachers to Supervise tudy; F. C. Lansittle, Giving Effective- ess to Observation Work; W. B. Rus- ell, Scientific Method of Determining ne Distribution of School Funds; E. O. isson, The Relation of the American chool Citizenship League to the Train- ng of High School Teachers.

The Saturday morning session will be iven over to ten-minute reports on The Jse of Intelligence Tests in certain insti- utions as represented by L. L. Thurs- one, Carnegie Institution of Technology; tephen S. Colvin, Brown University; gnes L. Rogers, Goucher College; R. A. Kent, Duluth City Schools; W. L. Dearborn, Harvard University. Studies n Curriculum-making will be reported y Ernest Horn, University of Iowa; V. W. Charters, Carnegie Institute of Technology; H. O. Rugg, Teachers Col- ege, Columbia University; John M. Brewer, Harvard University; Chas. H. udd, University of Chicago.

The officers are: President, F. J. Kelly, Jniversity of Kansas, Lawrence, Kans.; Secretary, Florence E. Bamberger, Johns Hopkins University, Baltimore, Md.

NATIONAL Vocational Guidance Association will hold morning, after- oon, and evening conferences on Friday nd Saturday, February 25 and 26, at the High School Auditorium.

At the Friday morning session, which egins at 10 o'clock, the topic, Accom- lishments in Tests in Relation to Voca- ional Guidance, will be discussed by William Proctor, Stanford University; Ruth L. Clark, Vocational Guidance Bu- eau, New York City; Hermione Dealey, Jniversity of Minnesota; Maurice S. Vitelles, University of Pennsylvania; Helen T. Woolley, Vocational Bureau, Cincinnati Public Schools.

The afternoon session, which begins at 2 o'clock, will be addressed by John M. Brewer, Cambridge, Mass.; A. J. Cloud, San Francisco, Calif.; Annie F. Slattery, Malden, Mass.; Helen M. Bennett, Chicago, Ill.; Lucy W. W. Wilson, Philadelphia, Pa.

The evening session, which begins at 7:30 o'clock, will be addressed by Frederick G. Bonser, Teachers College, Columbia University; Anna B. Pratt, Philadelphia, Pa.; Alice K. Pollitzer, New York City; Josiah B. Buell, Russell Sage Foundation.

The Saturday morning conference, which begins at 9 o'clock, will consist of reports from the field associations in New York City, Chicago, Minneapolis, Cincinnati, Philadelphia, New England, and California, as well as from Washington Junior High School, Rochester, N. Y., and other organizations and cities.

The afternoon session, following luncheon, will be devoted to business. The evening session will be given over to demonstrations and stunts.

The officers are: President, John M. Brewer; Treasurer, I. B. Morgan; Secretary, Russell H. Allen, 261 Broadway, New York City.

SCHOOL Garden Association of America will hold conferences Tuesday afternoon, March 1, and Wednesday afternoon, March 2, at Hotel Blackstone.

The Tuesday conference will be addressed by M. A. Bigelow, Teachers College, New York City, Educational Foundations of School Gardens; Jessie B. Colburn, Prin. P. S. 61, Manhattan, New York City, School Gardening in the Tenements; O. M. Eastman, Supervisor of Gardens, Cleveland, Ohio, Horticulture for the City Schools; Mrs. Susan Sipe Alburtis, Normal School, Washington, D. C., Status of Nature-Study and Gardening at the National Capital; Joseph S. Taylor, District Superintendent, New York City; School Gardens in Congested Neighborhoods; H. D. Hemenway, President Connecticut Chautauqua, Landscape Gardening; George A. Brennan, Principal Van Vlissingen School, Chicago, Ill., Practical School Gardening; Georgia P. Devine, Teacher P. S. 40, Manhattan, N. Y., Food Gardens; A. J. Pennell, Superisor Agriculture, Bloomfield, N. J., A School Garden Fair; Ruth C. Miller, State Director Vocation Education, N. Mex., The School Garden and the Community.

The Wednesday conference will be addressed by Ray P. Snyder, Supervisor New York State, School Directed Garden Projects; Ellen Eddy Shaw, Curator Elementary Instruction, Brooklyn Botanic Garden, School Garden Coöperation; John A. Hollinger, Director Nature Study and School Gardens, Pittsburgh, Pa., Gardening in the City School Curriculum; Mrs. Harriet R. McGraw, Detroit, Mich., School Gardening in Detroit; W. H. D. Meier, Department of School Gardening, Normal School, Framingham, Mass., Instruction in Food Values in Relation to Gardening; Nellie P. Hewins, Newton High School, New York, N. Y., the School Garden, a Laboratory for Nature Study and Biological Sciences; F. A. Merrill, U. S. Department of Agriculture, Washington, D. C., The Educational Phases of School Gardening; E. Ruth Pyrtle, Principal McKinley School, Lincoln, Nebr., School Gardens of Lincoln; L. A. De Wolfe, Director Rural Science, Truro, Nova Scotia; W. A. Torrance, Principal Grammar School, Jamestown, N. Y., How Can We Make the Most Out of American Gardens?; A. C. Gorham, Director Rural Science, N. B., Obstacles Confronting Semi-Rural School Gardening.

The officer in charge is: First Vice-President, V. E. Kilpatrick, 124 W. 30th St., New York City.

VISUAL Education Section will hold a conference Wednesday afternoon, March 2, in the Traymore Rose Room. It will be addressed by John A. Hollinger, Director of Visual Department, Pittsburgh, Pa., Materials and Methods of Visual Education; J. W. Shepard, University of Oklahoma, Norman, Okla., Shall We Harness the Motion Picture; W. M. Gregory, Cleveland, Ohio, Material and Its Arrangement for Educational Motion Pictures. The roundtable discussion which follows will be led by Supt. C. O. Detrich, Kane, Nebr.

The officers are: President, L. N. Hines, State Superintendent of Public Instruction, Indianapolis, Ind.; Chas. F. Pye, Secretary I. S. T. A., Des Moines, Iowa.

NOTES AND ANNOUNCEMENTS

(*Continued from page 32*)

Superintendent City Schools, St. Louis, Mo.; R. G. Jones, Cleveland, Ohio; J. M. Gwinn, New Orleans, La. For *Vice-President*—E. C. Broome, Superintendent City Schools, East Orange, N. J.; Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif. For *Second Vice-President*—Frank W. Ballou, Superintendent City Schools, Washington, D. C.; Will C. Wood, State Superintendent of Public Instruction; Sacramento, Calif. For *Secretary*—Theda Gildemeister, Winona State Normal School, Winona, Minn.; Belle M. Ryan, Assistant Superintendent City Schools, Omaha, Nebr.

DEPARTMENT OF SUPERINTENDENCE

(*Continued from page 33*)

Paying Alike Good, Poor, and Indifferent.

Special Subjects

The Meaning of Merit; The Qualities and Achievements That Should Be Rewarded by More Pay; By Whom Should the Merit of a Teacher Be Measured? How Should Merit Be Measured? Relation of Scholarship and Growth in Scholarship to Merit and Pay; Relation of Years' Experience to Merit and Pay; Salary Differences, if Any, Based on Rank or Class of the Teacher; Relation of Difficulty of Position and Quantity of Work to Pay; Relation of Needs of the Child and the Supply of Teachers to Pay; How Shall Merit Be Expressed in the Salary Schedule?

Leaders of discussion, limited to seven minutes each—R. J. Condon, Cincinnati, Ohio; D. A. Grout, Portland, Oregon; B. B. Jackson, Minneapolis, Minn.; E. U. Graff, Indianapolis, Ind.; David B. Corson, Newark, N. J.; Frank B. Cooper, Seattle, Wash.; F. W. Ballou, Washington, D. C.; Jesse Newlon, Denver, Colo.; H. S. Weet, Rochester, N. Y.; Henry

Printing

As a Prevocational Subject

PRINTING combines virtually all the desirable features that are required of the ideal manual activity in education. Printing is an art in which the raw materials are words—words of all languages—requiring in its finished product a utilization of the principles of nearly all academic studies. Included in these studies are reading, grammar, spelling, punctuation, word division and capitalization.

As a Vocational Subject

THE Printing industry needs men—competent and well-trained workers in all branches of the industry. Employers and employees are fully alive to the seriousness of the shortage of workmen in the printing and allied industries and probably would welcome a suggestion that they co-operate in apprentice education. Many schools are now furnishing education in printing. For information regarding these schools and suggestions regarding co-operation between educators and the printing industry, write to

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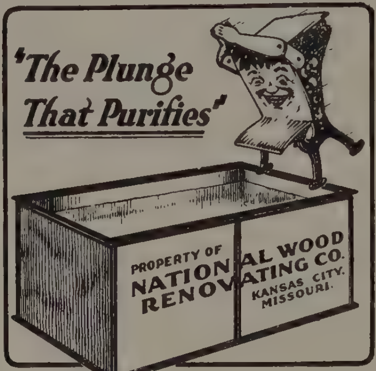
Wednesday Evening
March 2, 8:00 o'clock

(*Speakers limited to forty minutes*)

Congressman H. M. Towner, Corning, Iowa, NATIONAL AID FOR EDUCATION.

P. P. Claxton, Commissioner of Education, Washington, D. C.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Thursday Morning
March 3, 9:30 o'clock

(*Speakers limited to thirty minutes*)

Thomas E. Finegan, State Superintenden of Public Instruction, Harrisburg, Pa HOW MAY THE PUBLIC UNDERSTAN WHAT SERVICE THE SCHOOL IS RENDE ING THE COMMUNITY?

Edward C. Elliott, Chancellor Universit of Montana, Dillon, Montana, LOCA INFLUENCE OF THE RUSSELL SAG FOUNDATION RANKING OF MONTANA EDUCATIONAL SYSTEM

Final Business Meeting, 11:30 *o'clock*

Report of Resolutions Committee—Henr S. West, Baltimore, Md., Chairman Frank W. Ballou, Washington, D. C. Carleton B. Gibson, Savannah, Ga.; Ir I. Cammack, Kansas City, Mo.; Milto C. Potter, Milwaukee, Wis.; George I Strayer, New York, N. Y.

Report of Committee on the Status of th Superintendent—Charles E. Chadse Urbana, Ill., Chairman; E. C. Broom East Orange, N. J.; N. L. Engelhard New York, N. Y.; James H. Harri Dubuque, Iowa; E. C. Hartwell, Bu falo, N. Y.; Frank V. Thompso Boston, Mass.; A. S. Whitney, An Arbor, Mich.; J. W. Withers, S Louis, Mo.

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SOCIETY FOR VOCATIONAL EDUCATION, February 24 to 26
DEPARTMENT OF SUPERINTENDENCE, February 27 to March 3

During the meeting at Atlantic City, we shall have a conveniently located office on Young's Million Dollar Pier, the official headquarters, where we shall be glad to have you call. If you will inform us beforehand as to the teachers you may need, either for emergency vacancies or for next year, we shall probably be able to arrange to have candidates meet you in Atlantic City, New York, Philadelphia, or Washington.

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Competent Teachers for the Nation

An Article on Plank One of the Platform of the National Education Association

JOHN A. H. KEITH
Principal State Normal School, Indiana, Pennsylvania

THE PLATFORM of the National Education Association is a series of constructive proposals for making public education effective. The keystone of these proposals is: *A competent, well-trained teacher, in hearty accord with American ideals, in every public-school position in the United States.*

Historically considered, the school is an extension of the home. The family gave rise to the State and to the school. In the separation of church and State, it became necessary to endow the State with power to educate its future component members for its own protection and security. Hence the control of education is one of the functions of sovereignty. When the Constitution of the United States was adopted, the several States were unwilling to yield the control of education to the Federal Government, and therefore education with us is State controlled.

It is a far cry from 1783 to the present day. The population has increased from three and a half to one hundred five millions. Modern improvements, together with the industry and morality of our people, have interacted with and upon our natural resources to make this Nation today the richest and fairest of lands. It should be possible to work out a social order comparable to our opportunities. Whether we shall do so depends upon the education of our posterity, which in turn depends upon the public-school system, whose glaring defects the war brought into bold relief.

The chief indictment against our public-school system is in the inadequacy of the teaching personnel, both in number and in training. The public-school service at present includes about 700,000 persons. An analysis of this teaching population as it existed just before the World War will reveal the seriousness of the situation as regards the age, training, and experience of the Nation's teachers.

THE TEACHING POPULATION

"Imagine the public-school teachers of the country extended in a long line. Allowing three feet of space for each individual, this line will extend unbroken for over three hundred miles. . . .

"Let the first arrangement follow the order of age or maturity. The youngest teacher is at one end of the line, the oldest teacher at the other; the remaining teachers are arranged in order of age. Starting with the youngest teacher and journeying along the line, one will traverse one-fourth of the entire distance before reaching a teacher who has passed the age of twenty-one. Roughly speaking, one-fourth of all of the Nation's children are receiving their education at the hands of these immature teachers. This, however, does not tell the whole story, for one will have passed in all likelihood more than 100,000 teachers before reaching the first of the twenty-year-old group, while tens of thousands of those first encountered are only sixteen, seventeen, or eighteen years old.

> **Sure Foundations**
>
> **George William Curtis**
>
> *THE sure foundations of States are laid in knowledge, not in ignorance; and every sneer at education, at book learning, which is the recorded wisdom of the experience of mankind, is the demagog's sneer at intelligent liberty, inviting national degradation and ruin.*

"Let the line form again on the basis of educational equipment as shown by the length of time that these teachers have themselves attended school. Now the journey along the line will take one past at least 30,000 teachers before one reaches the first individual who has had any education whatsoever beyond the eighth grade of the common school. . . . Continuing along the line, about 150,000 teachers would be passed before reaching the first individual whose total education amounted to more than two years of high-school work, and 480,000—four-fifths of the entire group—would be left behind before one reached the first individual who had met the standard of preparation recognized in all civilized countries as constituting the barest minimum for elementary teaching—two years of training after high-school graduation, or six years of education in all beyond the eighth grade.

"Forming the line again on the basis of experience in teaching one would pass 150,000 teachers before reaching the first individual who had taught more than two years, while the middle of the line would be reached before one could greet the first 'experienced' teacher—one who had taught at least four years. One-half of the Nation's children, then, are being taught by teachers who have not served sufficiently long to let the discipline of experience compensate in any marked degree for the deficiencies in their initial training."[1]

THE PRESENT SITUATION

Ineffective as it was before the war, the teaching population is even less effective now. The Federal Commissioner of Education, in his report for the year ended June 30, 1920, says: "An investigation in February, 1920, brought to light the fact that State school officials reported 18,279 schools closed because of lack of teachers and 41,900 schools taught by teachers of low standard but taken on temporarily in emergency (p. 40). More than half the teachers of the Nation—350,000—are not prepared according to any reasonable standard for the work of teaching (p. 107)."

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[1] Keith, John A. H., and Bagley, William C. *The Nation and the Schools*, Macmillan, N. Y., 1920. Pp. 219-221; estimates based on Coffman's *The Social Composition of the Teaching Population*.

A public school is as effective as the teacher is competent. To put an incompetent teacher in charge of a school is more wasteful and dangerous than to license an incompetent person to practice medicine, or to put an untrained person in charge of a coal mine, a factory, or a division of a railroad. In fact, the public school demands competent teachers in order that it may realize the purposes for which it was created and for which it is maintained.

Improvement in the public schools must come largely through teacher-training. If all the living graduates of State normal schools had remained in teaching there would not be enough to supply the public schools today. Even if the 700,000 persons now in the public-school service were normal-school graduates, who on an average teach nine years each, there would still be an annual turnover of from 75,000 to 80,000 teachers, whereas State and city normal training schools are now graduating about 20,000 persons each year—enough to replace only one-fourth of those who annually would leave the teaching service.

THE NUMBERS NEEDED

But even with the ability to summon 80,000 prepared teachers to the schools each September to take the places of those who leave the profession, there would be need for at least 12,000 additional teachers to care for the natural increase of school population. It is safe to say, therefore, that we need the machinery to prepare 90,000 persons annually for their work in the public schools if we are to have a competent teacher in every public-school position in the land at the end of ten years. Any less adequate machinery postpones that day. Agencies for the further preparation of teachers in service must be created and utilized as never before in our history. Teacher-training institutions of all kinds must be financed and recruited and utilized on a much larger scale.

If one hundred thousand teachers, now in service, attend teacher-training institutions during the summer, and if as many more carry on extension work during the following school year 200,000 teachers are accomplishing the equivalent of one-fourth of a year's work, and the sum total thus accomplished is equivalent to the work done by 25,000 people graduating from a two-year course of training.

If our teacher-training institutions were used to their reasonable capacity, they would accommodate about 100,000 students. In terms of a two-year course of training, this means that 50,000 students could graduate each year. The utmost that can be expected of existing teacher-training institutions, on the basis of a two-year curriculum, is 75,000 teachers a year. If such a program could be consistently followed for ten years, the ideal we have set up could be approximated. In some States, additional teacher-training institutions would need to be created. In the Nation as a whole, this program would cost about three times as much as was spent for teacher-training in pre-war days.

INCREASED REWARDS

But the increased expenditures just mentioned would be futile if prospective teachers and teachers in service did not make use of the facilities provided. Whether use will be made of such facilities depends upon whether teaching as an occupation is attractive. No State has dealt adequately with the teacher-training problem, but the necessary legislation is now being enacted in many States. Hitherto this teacher-training legislation has been of a nature conducive to raising the professional status of the teacher in general but without that specific inducement which would appeal to the individual. Whether teaching will be attractive as an occupation depends almost entirely upon the laws which legislatures alone are competent to enact. Teachers alone cannot professionalize their occupation; they can only be in favor of professional standards and point out their advantages. It should never be forgotten that making teaching a real profession is not for the benefit of teachers but solely for the benefit of the Nation's children.

Placing the responsibility of finding competent teachers upon the local school board has proved unsuccessful. High standards and adequate salaries have been delayed by the handicap of social inertia, of established social custom. The old community conception of local self-government as applied to the conduct of schools is past. Its successor, a combination of State standards and money aid with local administration and control, is definitely called for as the most feasible plan of safeguarding the Nation against the menace of ignorance.

Even if every American community could raise enough funds by local taxation to pay for the services of a competent, well-trained teacher, it is equally true that the local tax rate for this purpose would be ten times as great in some districts as in others. In economically weak communities, the low money wages and salaries make it impossible to obtain competent, well-trained teachers or to retain those who become competent through experience. Consequently, there are many districts that do not have more than one good teacher in a generation.

To remedy such conditions there must be an equalization of the burden of supporting equally good schools in all the districts within a State and also an equalization among the States. The control of education is a function of sovereignty. In the United States of America this sovereign function belongs to the several States. The problem of the rural school is no longer merely a 'rural life problem'; it has become a great State and National problem.

The legislatures of the several States are the only agencies that are ultimately responsible for the organization, supervision, and administration of our public schools. If one asks why the present shortage of teachers exists, why incompetent teachers are employed, why teachers' salaries are low, why rural schools are ineffective, why so few young people are preparing themselves for teaching, why school boards get in the way of the superintendent, why politics interfere with the public schools, or any other question relating to the shortcomings or excellencies of the public schools, the answer is that the legislature has or has not wisely exercised its sovereign power over education.

THE NATION'S STAKE

While the States are responsible for the control of the schools, education is also of primary importance to the Nation. The making of teaching a profession is not urged for the benefit of teachers individually or collectively, but solely in the interests of the Nation's children. Even granting (for argument's sake) that the Federal Government is merely one of delegated and implied powers and that because of the limitations of its delegated sovereignty the United States of America is not a nation in the full sense that other modern nations are, it is nevertheless true that the Federal Government has certain sovereign powers the effective exercise of which is dependent upon the education which its citizens receive in the schools that are controlled by the several States. It is also true that the exercise of these powers affects the several States differently. For example, a State with a large non-English-speaking population sent many men fit only for manual labor to the training camps, and a State whose drafted men could speak and read English had them drilled for trench and field warfare. The worth of public education, from the national point of view, was clearly revealed both in its positive and negative aspects during the trying days of the war. This worth is as constant and as effective in peace as in war. The policy of Federal aid to education, which antedates the adoption of the Constitution and concerning which there has never been an adverse court decision, has been found to be the Nation's best method of participating in the most fundamental of all sovereign rights—that of perpetuating itself and rising to higher things—*education.* The equivalent of national approval, as well as the approval itself, should be given to teaching as an occupation to assure us that for all time there shall be *a competent, well-trained teacher, in hearty accord with American ideals, in every public-school position in the United States.*

Committee Reports Education Bill

THE COMMITTEE on Education of the House of Representatives reported the Smith-Towner bill on January 11, suggesting certain amendments and recommending that the bill as amended be passed by Congress. After explaining the proposed amendments, and giving the bill in full as amended, the Committee proceeds to discuss the provisions of the measure. This report, prepared by Congressman Towner, has received nation-wide attention. It is House Report Number 1201 of the Sixty-sixth Congress and will be furnished free, on application, by your Congressman or by the National Education Association. The following is the Committee's analysis of the bill as given in the report:

ANALYSIS AND GENERAL CONSIDERATIONS

The bill creates a Department of Education with a Secretary at its head, who shall be a member of the President's Cabinet. The first six sections of the bill provide for the organization of this department. There are many reasons why this should be done. It is generally admitted that the education of its citizens is the most important work in which a government can engage. This is especially true in a republic. A nation can be properly governed only when it is intelligently governed. While the United States is more dependent than almost any other nation upon education for the successful conduct of its Government, it is about the only nation in the world that has not given education primary recognition, for nearly all the other nations have departments or ministries of education with their heads members of the cabinet.

Early in our history we began making appropriations to the States in lands and money for educational purposes. We have undertaken the work both directly and indirectly. There are now thirty or more different parts of the Government service doing educational work, and we are annually making large appropriations from the National Treasury for their support. Yet the only recognition we have given education at the seat of government is the establishment of a small bureau in the Department of the Interior. There is no coördination of the various educational activities of the Government. There is no head to direct the work. The Commissioner of Education has no authority over the educational work of the Government outside his own bureau, which has but a subordinate place, supported only by small appropriations. To concentrate and coördinate this work will make both for efficiency and economy. To give to education the recognition in the Federal system which its importance merits is one of the principal objects of the bill.

When

WHEN the salaries of teachers are raised to a point where the men and women who prepare for the work can be happy in it, proud of it, freed from constant financial worry, and able to pay their share of the social and civic activities of the town, then, and only then, will teaching attract the kind of men and women who should and can instruct the citizens of tomorrow.—The Literary Digest.

AID FROM THE FEDERAL TREASURY

The remaining sections of the bill provide for the authorizations of appropriations from the Federal Treasury to aid and encourage the States in particular branches of educational work which are especially urgent. These authorizations for appropriations are made contingent upon the States appropriating an amount at least equally as large for the same purpose. The particular branches of educational work to be thus aided and encouraged are the removal of illiteracy, the Americanization of immigrants, the equalization of educational opportunities, the promotion of physical education, and the preparation of teachers.

ILLITERACY

The extent of illiteracy in the United States is so great as to amount not only to a national disgrace but a national menace as well. According to the census of 1910, there were in the United States 5,500,000 persons ten years of age and over who could not read or write any language. In addition there were 3,500,000 who could not speak, read, or write English. These statistics put us in ninth place among the nations, with most of the civilized world ahead of us. The disclosures of the last census as to illiteracy are not yet available, but it is believed that the percentage of illiteracy has not been substantially reduced since 1910.

Our alarming condition was graphically disclosed by the examination of the draft registrants during the late war. The Surgeon General's report showed that of the men called to service between the ages of twenty-one and thirty-one nearly twenty-five per cent were practically illiterate. The Nation's defense is thus doubly impaired. First, because one-fourth of the sons of America called to serve are incapacitated for efficient service by being so ignorant and illiterate that they cannot even understand the orders given them; and, second, because in a free country its safety is jeopardized when its voters cannot read the ballots they cast and only know how to vote as they are told.

The economic loss is tremendous. Secretary Lane estimated the annual loss to the Nation because of illiteracy alone at $825,000,000. The Director of the Bureau of Mines states that of the 1,000,000 men engaged in mining in the United States 620,000 are foreigners, and that 460,000 of these cannot speak English. He states that the removal of illiteracy among the miners would save annually 1000 lives and 150,000 injuries. Investigation has shown that one-half the industrial accidents are the result of ignorance, because the workers cannot read the danger warnings or understand the orders given.

It has been said that illiteracy is a southern problem. The facts do not warrant that conclusion. Georgia has 389,000 illiterates, but New York has 406,000. Alabama has 352,000, while Pennsylvania has 354,000. Louisana has 352,000, Mississippi 290,000, and Texas has 282,000, but Illinois has 168,000, Ohio 124,000, and New Jersey 113,000; even Massachusetts has 141,000, and undertakes partially to solve her illiteracy problem by depriving them of the right to vote.

It is thought by many that illiteracy is a race question. But it is much more than that. There are over 1,000,000 more white illiterates in the United States than illiterate negroes.

Americanization

Closely allied with the problem of the removal of illiteracy is the Americanization of our foreign born. We have now more than 15,000,000 foreign-born population in the United States. More than 5,000,000 cannot read or write the English language. More than 2,000,000 cannot read or write any language. This mass of ignorance is not merely a negative evil; it has become and is now an active source of danger to the Republic. Alien communities where our language is not spoken, where our magazines and papers are not read, and where no American ideals or any understanding of our institutions are made known constitute a rich soil in which are sown the seeds of unrest and revolt. Alien agitators who advocate the destruction of our Government, whose only purpose in coming to our shores is to excite revolution by violence, find here their opportunity. These revolutionists whom we have mistakenly allowed to come to this country easily win the confidence of their countrymen and easily lead them astray. Most of the difficulties among foreign workingmen have their origin in the evil work of these foreign malcontents and trouble makers.

There is but one cure for these conditions, and that is to educate the immigrant to understand our language, our government, and our institutions. We are ourselves largely to blame. We admit the foreigner on easy terms and then let him shift for himself. We should surround him from the first with an atmosphere of helpful and patriotic influence. We should teach him to know what a free government is and what America really means. A man cannot love a country which he does not understand. He cannot appreciate and cherish institutions which are incomprehensible to him.

The task of the Americanization of immigrants, as well as that of the removal of illiteracy, is very largely an adult problem. The children we hope will be cared for in the schools. But there are few schools and few facilities of any kind for the education of grown men and women. That fact makes the problem more difficult, and accounts in part for the delay and reluctance of the States to meet the demand. But the difficulty must be faced. It is the duty of both the States and the Nation to meet it, and it is hoped that by an effective coöperation in the work we may be able within a few years materially to better the conditions that now exist.

Equalizing Educational Opportunities

Provision is made for an appropriation to encourage the States to equalize educational opportunities for the youth of the land. That great inequalities exist within and among the States is well known. In the South a large proportion of the negro children never see the inside of a schoolhouse. In the North there is hardly a city that has adequate school facilities for all its children. In some rural communities and factory districts the value of the property is so small that local taxation cannot support the schools. In other sparsely settled communities means must be provided to carry pupils to central schools. The differences between the city and country schools are marked. On an average the country boy has two months less of a school year than the city boy. Through the eight grades this amounts to one year and four months' advantage given the city boy over the country boy.

Unfortunately it is found that where the educational needs are greatest the schools are most inadequate. All over our land the poorest schools are in the poorest communities—just where the best schools are most needed. Through national coöperation with the States and the local communities these unfortunate conditions can be largely remedied. It should be the Nation's task to so encourage the States and coöperate with them that every child in America, whether born in a city or in a remote rural district, shall have the advantage of at least a common-school education. The idea is fundamentally sound that the Nation, the State, and the local community should share in the responsibility and the expense of supporting an adequate and equalized system of public education.

Physical Education

The Provost Marshal General's report revealed the startling fact that more than one-third of the men examined for military service in the late war were disqualified by reason of physical disability. It is also stated that ninety per cent of these hundreds of thousands of young men thus classed as physical defectives unfit for military service could have qualified had they been aught the application of the simplest ules of hygiene and health. It was gnorance, gross ignorance, that in the ast majority of cases was the cause of heir incompetence.

If one-third of our young men are iseased and unfit to fight for their ountry, they are unfit to make their ull contribution to the life and progress f the Nation. They cannot bring to heir families, to the community, or to he Nation a man's share of its obligaion and service. In a double sense hysical education is a national interest. Not only because a physical defective s a burden to the Nation, but because t is as necessary to have sound men as t is to have effective guns and ammuniion for the Nation's defense. The adition to the dynamic power of the Nation, the strengthening of all the orces that make not only for national efense but for progress, even the inrease of moral strength that would ome from observance of the fundaental principles of healthful living, are ncalculable.

There is but one adequate and sensile course: to adopt and put into operaion as part of our school curriculum system of physical education in its roadest and best sense. Unfortunately his has not been generally done. The dditional cost deprives many schools nd thousands of children of this essenal element of education, with the unortunate results already referred to. As he Nation has an immediate interest in he physical fitness of its citizens, it is nly proper it should bear a part of the xpense and do something toward stimuting the activity of the States in this egard.

PREPARATION OF TEACHERS

It is generally admitted by those who ave given thought to the subject that e most pressing educational problem America is how to overcome the diffiulty of securing competent teachers for ur schools. Thousands of schools are osed because teachers cannot be obined. Tens of thousands of schools re taught by incompetent teachers. ver 100,000 teachers now teaching merican youth are less than twenty ears old; 30,000 have no education eyond the eighth grade; 200,000 have ss than a high-school education; 00,000 have no professional training hatever.

The principal cause of this is that eachers have been paid less wages than lmost any other class engaged in private or public service. The average salary paid teachers in the United States last year was $640. This is less than the wages paid scrub women or ditch diggers. It is only a fraction of the amount paid mechanics. It must be manifest that such conditions will drive all competent and self-respecting teachers from their work. It is certainly the duty of the people of the United States to bring up to at least a scale of reason and justice the salaries of the teachers of the country.

But it is also the duty of the people to see that adequate means for the preparation of teachers be made available on such terms as will induce competent young men and women to engage in teaching. And this is not merely a local problem nor a State problem; it is a national problem as well. It is undoubtedly one of the principal duties of our schools to put into the minds and hearts of the youth of our land the principles of American liberty and justice and to teach them the blessings and the responsibility of American citizenship. Indifference as to the want of school privileges or as to the character of the schools and their teachers will inevitably result in the deterioration of our citizenship and endanger the life of the Nation. It is to aid and encourage the States in the work of preparing competent teachers for all the schools within their borders, both public and private, that this provision is inserted in the bill.

Great Britain

THE BUDGET of the British Board of Education for the fiscal year beginning April 1, 1920, is approximately two and one-half times that of 1918. Of the increase for the two years of £26,420,000, £15,000,000 represents increased pay for teachers. According to figures given out by the Bankers' Trust Company of New York, the expenditure was £14,900,498 in 1916; £19,334,705 in 1918; £32,772,473 in 1919; and £45,755,567 in 1920.

OBJECTIONS

It is urged that this bill provides for an undue extension of the powers of the General Government; that education is properly a State function and should not be invaded by the Nation. In reply to this objection it may be said that the legislation proposed does not usurp the powers of the States in their control of education. On the contrary, the control and management of the schools by State and local authorities is most carefully preserved, and very definite and positive provision is made against any interference on the part of the Federal Government. It cannot be too strongly stated that this bill is to aid and encourage, and not to control. *The bill instead of granting power to the Federal Government to control education within the States in the strongest possible provisions guards against it.* The Secretary of Education is denied the right to establish standards or to exercise any power over the conduct of the schools. The only standards or conditions which must be met by the States in order to receive the benefits provided are clearly stated in the bill. All details with respect to courses of study, plans, and methods are left entirely to the States.

It cannot be said that national aid for education is a new proposition. As a matter of historic fact, the policy of making grants by the National Government for the education of the people antedates the adoption of the Constitution. The land act of 1785 provided for the survey of the Northwest Territory and set aside therein lot number 16 in every township for "the maintenance of public schools within said township." The ordinance of 1787 declared that "Schools and the means of education shall forever be encouraged." In 1826 the section-grant provision was applied to the Louisiana purchase. In 1848, in the Oregon Territory land act, sections sixteen and thirty-six were set aside for the public schools. Nor were grants of land only made by the General Government. In 1818 the act admitting Illinois set aside the "five per cent" funds for education. The surplus distributions were used largely for that purpose. In 1863 the Morrill Act providing for the establishment of the "land-grant colleges" in each State was signed by President Lincoln. This was strengthened by the Hatch Act in 1887. The second Morrill Act, passed in 1890, gave $25,000 a year to each land-grant college. This was increased first to $30,000 and then to $80,000 a year in cash from the National Treasury. The Smith-Lever Act of 1914 gave further increases for extension work and farmers' institutes. The Smith-Hughes Act of 1917, providing for assistance to the States for the promotion of vocational education, gives a total maximum appropriation from the National Government annually of $7,200,000 for that purpose.

It is evident that the policy was early adopted and has been since maintained that the National Government shall, when National as well as State interests are involved, aid the States in the education of its citizens.

The additional demand which will be made upon the Treasury is urged as an objection. In the first place, it should be observed that the bill does not appropriate but merely authorizes appropriations. It establishes a limit rather than creates a burden. It is within the discretion of Congress to appropriate the whole or any part within that limit in any year. Besides, it is not at all probable that the entire amount provided will ever be called for. To absorb the entire amount all the States would have to qualify under all the five separate provisions every year. It is not likely that this will ever occur. Some States will qualify for aid in the removal of illiteracy. Others will not need it. Some will qualify for the Americanization of immigrants. Others will not do so. And this is the case with each of the five provisions. The Federal Government will respond only when the State shall deem its own need in that particular matter of sufficient importance to make at least an equal appropriation.

When Congress is to consider to which of the various demands for appropriations it will respond, it should make selection of those which are of greatest importance and omit those which are least justifiable. There is nothing of more importance in our scheme of government than the education of the people. Whatever else may be left out, education cannot safely be excluded. If there is any one thing that justifies a tax in the judgment of American citizens, it is that which strengthens and supports our public schools. There are many millions now appropriated which have much less justification than the appropriations called for under the terms of this bill.

If education should be given the recognition which its importance requires, if illiteracy is a national peril, if ignorance of our language and institutions is a source of danger, if through the equalization of educational opportunities there should be guaranteed to every child in the land at least a common-school education, if the conservation of the physical well-being of the youth of our land is imperative from the standpoint of national welfare, if there should be provided for every boy and girl in America a competent, well-qualified teacher in order that there may be developed throughout our Nation an intelligent and enlightened citizenship, then it can be fairly said that this legislation is justified.

The Greatest Boys' Club[1]

Tom Sheehan

Rotarian, Jersey City, New Jersey

We have heard during the past two or three years speech after speech, and there has been an endless amount of talk, relative to boys' work and the possibilities of developing in the community a boys' work committee that would function properly and do something for the under-privileged boy.

It was my pleasure the other morning to visit the greatest boys' club in America; in fact, the greatest boys' club in the world. In charge of this club is a superintendent who has been there for years; in fact, he has given his life and his talents at a meager salary to the development, not alone of the under-privileged boy, but of the privileged boy as well. He is a kindly, considerate gentleman, and we have many of his type in America.

He took me through the club and I lingered in one department. In this particular department a woman was in charge; a wonderful woman, fifty years of age; kind, considerate and patient. She has been on the job for thirty-two years and has handled an average of thirty boys and girls a year over this period. Nine hundred and sixty boys and girls have passed along to take their place in politics, law, medicine, and business; in fact, in all of the arts. I know some of them today and many of them were what we call the under-privileged boy and girl.

The under-privileged boy is compelled by law to spend nine years of his life in his club house; nine years of his life from eight-thirty o'clock in the morning until three in the afternoon. For the support of this particular club house, an assessment appears on my tax bill every year. It is not enough. I would honestly like to see it more if I kne that the more was going to the suppo of this particular club. How much w owe the American schoolroom. Ho much we owe the patient, kindly co sideration that was shown us during t meanest years of our life by some kin patient man or woman.

If Christmas means anything at a to the Rotarian, it means a determin tion that next year beginning January he is going to see to it that the America schoolroom is filled with the right kin of teachers. When I say the "America schoolroom," I mean every kind schoolroom, for I have never seen a ba one. It is of very little moment to m where a boy receives his education. love the public school, for I owe it a that I am. Whether it is a Jewis school, a Catholic school, an Episcop school, or a public school, it is all th same to me so long as the boy and th girl are taught that, which is our onl hope—the right principles of Amer canism.

I remember a very bad case of tube culosis that I came in contact with som years ago. I heard the physician sa "There is very little we can do in th instance, our work is with that boy who happened to be the son of th patient. So it is with this bolsh vistic, socialistic and all of the oth istic trends—our hope is with the bo and the girl.

One cannot tear the flag of a man country out of his heart and supplan it with another. This is a fact tha we might just as well stare in the fac The Italian will be an Italian, th Irishman will be an Irishman, th Englishman will be an Englishman an the German will be a German as lon as he lives. Each may be honest in h allegiance to the oath he took when I became a citizen of this Republic, b that is mental and has nothing to c with the love of country or of flag. is only in the schoolroom of Ameri that we can hope to develop the men an women who owe not alone a leg allegiance, but a sympathetic, honest an patriotic allegiance born of their lo for the Flag and the Nation. I learn it there yesterday and the boy of tod and tomorrow will learn it there also we Rotarians take the trouble to s that the right kind of men and wome receiving for their services sufficient r muneration so that they may live American ladies and gentlemen shou live, are handling our educational ins tutions.

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[1] The address of a business man before the Jersey City, N. J., Rotary Club, reported in *The Rotary Call*, December 22, 1920.

Teachers' Week in North Dakota

A. G. Crane

Formerly President, State Normal School, Minot, North Dakota

REALIZING the peril to North Dakota schools, caused by the shortage of trained teachers, the Normal School Presidents' Council organized a state-wide campaign. The Board of Administration was first interested and by resolution of April 19, 1920, endorsed the project, authorized the necessary expenditures and petitioned the Governor to set apart a week in May as state-wide Teachers' Week. The week of May 16th was officially proclaimed by the Governor. The proclamation set forth the purposes of the campaign to be:

1. To secure a thrift wage for trained teachers that capable young people may be led into the profession.
2. To secure more trained teachers, particularly in the rural schools.
3. To improve the professional condition of teachers in service.

All public spirited agencies and citizens in the State were urged to coöperate in the campaign. In accordance with the action of the Board of Administration, the Normal School Presidents' Council proceeded to organize the campaign. The Board agreed to pay for a campaign manual. Each educational institution of the State was authorized to use its funds for campaign expenses.

The State was divided into eight districts, with the president of the teacher-training institution in that district as director of the district. To the State Manager (the present writer) was assigned the task of compiling the campaign manual. To other directors was assigned the special work of enlisting and directing the coöperation of the press, the church, the theater. Each director was made responsible for finding public speakers for his district and, in general, became the clearing house for campaign activities in his district. The coöperation of powerful organizations and agencies was indicated by the following list: State Teachers' Association, State Federation of Labor, State Extension Department, American Legion, Women's Council of Defense, county superintendents, local school officers, Federated Women's Clubs, fraternal orders, business organizations, city and county officers, and Four-Minute Men. Each of these agencies gave hearty support to the campaign, enlisting its local representatives through the State.

The campaign manual was the official document of the campaign, containing the proclamations of the Governor, the Board of Administration, the State Department of Public Instruction, as well as full details of the plan of the campaign. Its chief purpose, however, was to provide the facts and figures for the use of speakers and writers. Each article was presented in newspaper form, ready for press copy. Arguments were presented on the following aspects of the situation:

> *PROMOTE, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened. — Washington in his Farewell Address, 1796.*

Teachers' wages are too low.
Teacher shortage is lowering professional standards.
The State is in danger.
What must be done?
Value of professional training is gaining recognition.
Teaching is attractive work.

Thus organized the campaign soon became state-wide.

North Dakota's situation was not greatly different from that of the country at large. Probably 30 per cent of the teachers were new each year. The number of experienced, trained, and capable teachers who left the profession of the State during war times was alarming. To take the places of those who left, there were fewer students in training in the State normal schools. The registration in the normal schools had decreased steadily since 1916.

North Dakota is an agricultural State and its rural-teacher situation had never been ideal. Of eight thousand teachers in the State, over half were in one-room rural schools. In 1918-1919, one-tenth of these teachers were teaching on permits; 62 per cent held the lowest possible legal license, and 21 per cent, the third-grade license. The average salary, on a twelve months' basis, for these rural teachers was $55 a month in 1920. The county superintendents, upon whom devolves the supervision of these schools, were working on salary rates set seventeen years ago. It was evident that the farmer's child got the shortest term, the poorest curriculum, and the least competent teacher. The campaign leaders maintained that the farmers' children deserved better.

The acute shortage of teachers had resulted in accepting persons of questionable proficiency in order to keep the schools open. County institute conductors in eighteen counties reported, in the fall of 1919, that 32 per cent of the teachers in those institutes were then teaching their first year of school.

An investigation of teaching conditions in the sixteen tributary counties was made by the State Normal School at Minot. The same questionnaire was used as had been used in Minnesota, thus affording an opportunity for comparison. From this the following startling facts were secured:

Only 30 per cent of the teachers had any schooling beyond high school, while 6 per cent were graduates of the eighth grade only. Less than 6 per cent had had as much as a year of professional training and 35 per cent were teaching for the first time. The survey brought out the alarming fact that rural teachers received the lowest wage paid for any regular service rendered to society. Even cooks and chambermaids received more. Four years was about the average time that the teachers remained in the profession and during that time they probably taught in several schools. The teachers' financial statements showed that rural teachers were paid just $25 more than they were required to spend, teachers in high schools received $16 above expenses, while the expenses of teachers in the graded schools exceeded their incomes by more than $100 a year.

During the winter of 1919 a committee of the State Teachers' Association worked out a Fair Wage Scale for teachers. This scale was presented to every teacher and every school officer in the State. It was endorsed by public assemblies, by institutions, by teachers and school officers' conventions, and received very general approval and adoption.

The scale provides for an increase in wages with improved professional training and successful experience, as well as for promotion in grade of position held. It includes elementary schools, junior and senior high schools. It fixes the minimum for licensed teachers at $810, with four increases of $90 per year. It provides for a 15 per cent higher schedule for men than for women. In fixing this, the committee was not passing upon the justice of such a premium for men, but was frankly facing a critical situation and offering the most feasible and convenient remedy. The scale throughout was an attempt by practical, experienced school people to frame what would probably be an improvement; would promise relief from the present shortage of teachers; would encourage institutional training and experience; and would be attainable under the present conditions of public sentiment and revenue limits. The wisdom of the scale has been proved by the results.

The campaign brought out some interesting and novel methods of securing public attention. The press was used liberally. The Four-Minute speakers, trained during war time, gave splendid help in theaters and in public assemblies. The moving-picture houses ran slides portraying the educational crisis. Public mass meetings were held. Window displays were made in the cities. Enterprising firms and educational institutions printed Teachers' Week slogans on their correspondence envelopes. The good roads tours throughout the State during the same week gave opportunity for speakers to address rural and village audiences. The Town Criers' Club of Minot offered prizes for the best Teachers' Week slogan, song, cartoon, and limericks. The contest was statewide and produced some contributions that should be of value in future, similar campaigns. The prize winning contributions follow:

Teachers' Week Limericks

Prize winning set

C. F. Williams, State Normal School, Valley City

Most everyone now is agreed
That this is the country's big need!
More teachers well trained
Well paid and big brained
With UNSELFISH SERVICE their creed.

A schoolma'am in dreadful despair
Was seen to be tearing her hair
When asked what's the matter
She yelled: "Can the chatter,
I can't live on love and hot air."

A school teacher's houseful of kids
Were so poor that they went without lids;
His wife had no coat,
No sty had the shoat,
And the Lizzie was minus non-skids.

There was a young man from Cheyenne
Who said: 'I will teach if I can."
So he brushed up a bit
And got a permit—
Now he's principal—'cause he's a man.

Growls the pessimist, "We needn't mind them,
Cheap teachers? We still can find them."
But the optimist wise
With a gleam in his eyes,
Quotes, "The N. D. E. A. is behind them."

Teachers' Week Song

First prize

Huldah Lucile Winsted, State Normal School, Minot

(*Tune: Marching Through Georgia*)

A danger is a-looming 'long the Nation's boundary line;
A spectre grim and daring, coming closer all the time;
O'er schoolhouse and o'er cottage, anarchism's flag may fly
If the present teacher shortage continues.

Chorus:
Come one, come all, ye valiant teachers true!
Teach on! Carry on!
The Nation's back of you!
Our country is in peril
And the fight depends on you—
We'll win if we all pull together!

The school bells now are silent, who will come and make them ring?
Teach the leaders of the future songs of home and freedom sing?
Teach the boys and girls the lessons they must learn if they would rule
Our own dear U. S. A. forever!

Chorus:
Come one, come all, ye valiant teachers true!
Teach on! Carry on!
The Nation's back of you!
Our country is in peril
And the fight depends on you—
We'll win if we all pull together!

A state-wide essay contest was held in all the schools, dividing the contestants into three groups—elementary, secondary and collegiate students. The contest was managed from the State Department at Bismarck. The essays were on the topic, "Why Prepare for Teaching," and called the attention of many young people to the advantages of professional preparation.

The pageant, *The Light,* was reproduced in several counties and cities. In the counties the superintendent assigned various "Glimmers" to different schools and then assembled them for the final performance at some central location. At Minot the pageant was given by the city schools and the Normal School combined. District teachers' associations carried the plea for better schools and trained teachers. These organizations readily endorsed the campaign and many new members were added to the State educational association.

The hopeful signs for the profession are increased salaries already being received by this year's normal-school graduates. The graduates for the State Normal School at Minot will average $125 per month this year, ranging from $100 to $200. In the summer of 1920 requests for forty-five consolidated-school principals have been reported to this one normal school alone. Districts which last year were paying less than $100 have raised their minimum to $125. School boards have shown great willingness to pay well for competent service. Summer sessions have shown a great increase both in the number of registrants and in their grade of scholarship and education. County superintendents report great interest and a more alert attitude on the part of the boards of education. The Teachers' Fair Wage Scale has been adopted by thousands of school boards and exceeded by many. One of the far-reaching results of the campaign, and most promising for future gains, is the resolution by county superintendents, normal schools, and State Department to continue the campaign of education and agitation throughout the fall and winter in institutes, associations, and school officers' meetings. Normal schools are anticipating increased registrations this fall and a more hearty and favorable attitude by the high school graduates of 1921.

The campaign was one of publicity. It had a definite Fair Wage Scale. It secured the active coöperation of all educational institutions and state-wide civic organizations. The campaign of Teachers' Week was but the opening barrage. The fight is still on for the welfare of the boys and girls of North Dakota. It is hoped that Dakota's experience may be suggestive to other communities where an awakened public sentiment is needed for better schools through trained teachers. Copies of the North Dakota *Campaign Manual* can be had by writing to the State Normal School at Minot or to A. G. Crane, Principal, State Normal School, Edinboro, Pennsylvania.

Two Iowa Consolidated Schools

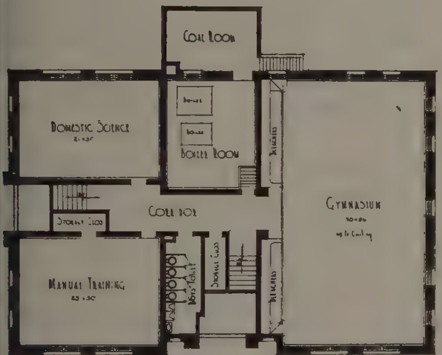
EDGAR A. PAYNE

Architect, Carthage, Illinois

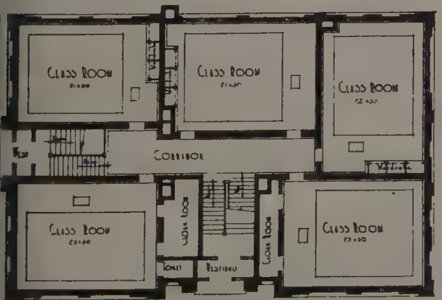
IN DISCUSSIONS of the progress of school architecture, too little attention is paid to the consolidated rural school. The improvement in the rural high school is more notable than those of the city schools, for the architect has had to overcome greater difficulties and show more ingenuity in their planning.

A rural high school which is now being built at Barnes City, Iowa, under the supervision of Architect Edgar A. Payne, of Carthage, Illinois, is indicated by the first series of plans shown on this page.

The building is rectangular in form, 88 feet 6 inches in length and 59 feet in depth. It is three stories in height, the ground floor being three feet below the grade of the surrounding surface. The main front of the building faces west and the classrooms are arranged to face either east or west. A central entrance leads through a vestibule into the main corridor, which extends south from the north entrance. There is also a vestibule entrance at the north end of main corridor. The boiler room is under the main building and contains two steam boilers of sectional type. The coal bunkers are large enough to hold two cars of coal.

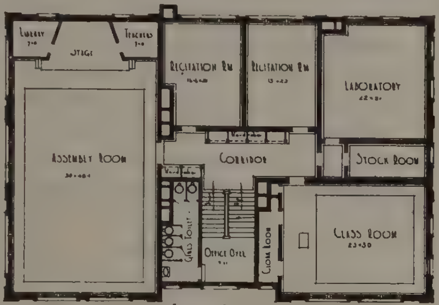

Coal Room
Domestic Science
Boiler Room
Corridor
Storage Closet
Gymnasium
Bleachers
Bleachers
Manual Training
Boys Toilet

Ground Floor

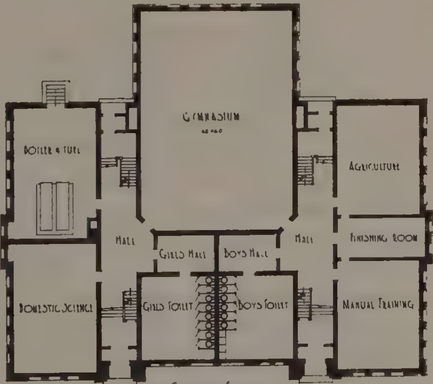

Class Room
Class Room
Class Room
Corridor
Class Room
Cloak Room
Cloak Room
Class Room
Toilet
Vestibule

First Floor

The ground floor contains a gymnasium, 30x60 feet clear floor space, with 15-foot ceiling, with bleachers accommodating 150 spectators. This floor also affords space for manual training and domestic science, and the boys' toilets. On the first floor of the building there are five regular classrooms, three of which are equipped with ventilated wardrobes. The girls' toilet room opens off the landing about half way between the first and second floors. The office, 9x11 feet, is over the main entrance. The second floor contains one standard classroom. The other rooms are arranged for high school. The capacity of the assembly room is 100 single desks when used as a study hall. It is also provided with ventilated wardrobes. This floor also contains two recitation rooms and a fully-equipped laboratory.


Library
Teachers
Stage
Recitation Rm
Recitation Rm
Laboratory
Assembly Room
Corridor
Stock Room
Girls Toilet
Office Over
Cloak Room
Class Room
23×30

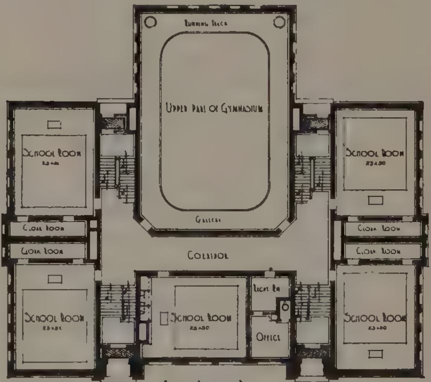
Second Floor


Boiler & Fuel
Gymnasium
Agriculture
Finishing Room
Hall
Hall
Girls Hall
Boys Hall
Domestic Science
Girls Toilet
Boys Toilet
Manual Training

Ground Floor

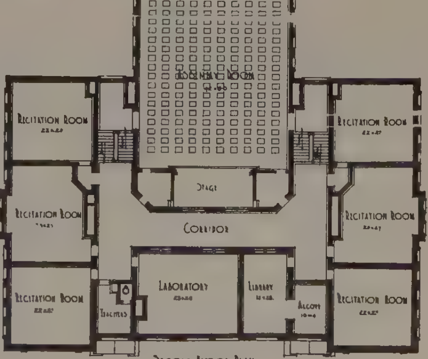
The construction of the building is semi-fireproof, all walls being of tile, faced with brick, the corridor floors of reinforced concrete and the stairs of steel, with composition treads. The finished floors in the corridors and vestibules are of a composition material, brownish red in color, laid without joints and possessed of excellent wearing qualities, and are coved at the walls to make them more sanitary. The classroom floors are of hard maple, the wood trim is of oak, and the blackboards are of natural slate. The building is heated and ventilated by indirect steam radiators, the plumbing fixtures being of the most modern type. Water is supplied from a deep well by electric pump and pressure tank. The building is lighted by electricity with semi-direct fixtures. It has a student accommodation of 350 pupils.

The second series of figures shows a somewhat larger building by the same architect. This building is 114 feet in length by 110 feet in depth, having about the same student capacity in the grades and a high school capacity of 200. The ground floor contains rooms for manual training, domestic science and agriculture, toilets, and boiler room The grades are confined to the first story, having five rooms seating 40 each at single desks. This floor also contains the superintendent's office and waiting room. The second floor is arranged entirely for high school.


Running Track
Upper Part of Gymnasium
Gallery
School Room
School Room
23×30
Cloak Room
Cloak Room
Cloak Room
Cloak Room
Corridor
School Room
School Room
23×30
Rest Rm
Office
School Room
23×30

First Floor Plan

Scale


Assembly Room
Recitation Room
Recitation Room
Stage
Recitation Room
Recitation Room
Corridor
Recitation Room
Laboratory
Library
Alcove
Teachers
Recitation Room

Second Floor Plan

Scale

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[1] From the *National School Building Journal*, September and October, 1920. Used by permission.

The **Journal** *of the*
National Education Association

Published monthly except July and August by the National Education Association of the United States.

Fred M. Hunter, *President* — J. W. Crabtree, *Secretary*

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

Subscription to non-members is $2.00 per year; single copies, 25 cents. Advertising rates on application.

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How the Centers of Wealth Profit by Equalizing Educational Opportunities

IS IT just to tax communities in proportion to their wealth and to distribute the funds among the communities in proportion to their educational needs? This question has recurred again and again in the history of American education. It has been raised frequently in the discussion of the Federal appropriations proposed by the Smith-Towner bill.

In what way will the rich commercial and industrial centers of the Northeastern states, which pay so large a proportion of the income and excess-profits taxes, benefit by improved schools in the poorer sections of the country?

In the first place, the prosperity of these favored centers is directly dependent upon the prosperity of their tributary areas—their "hinterland." It has been clearly demonstrated that the most important factor in production is trained intelligence. The higher the level of trained intelligence among the people of the "hinterland," the greater will be their prosperity and the greater the prosperity of the centers which constitute their outlet markets and their sources of manufactured goods.

In the second place, the Nation's laws are made by a Congress that represents the various sections not in proportion to their wealth, but in proportion chiefly to their population. Good laws depend upon good legislators and good legislators depend upon intelligent electorates. The representatives from the "hinterland" outnumber the representatives from the centers. It is a wise policy of self-protection on the part of the centers to stimulate the development of good schools throughout the country as a whole.

In the third place, the population is extremely mobile. Many of the children of the "hinterland" who are now limited in their school facilities will in another decade be residents of the centers. Again it is a sound policy of self-protection for these centers to contribute to the improvement of the outlying schools.

These three arguments for "equalizing educational opportunities" leave out of account the essential justice of giving to every American child a fair chance by providing for him a good school and a good teacher. They are in part an appeal to the rich communities solely and simply from the standpoint of their own welfare. Add to these the basic argument of fair-play to all of the Nation's children, and the case for equalization is overwhelming.

The Superintendent's Responsibility in Professional Organization

THE PROGRAM of the National Education Association expresses the objectives of those interested in the promotion of education—better teachers, increased facilities for the training of teachers, salaries and conditions that will attract the most capable men and women to the profession, the education of the public to a higher appreciation of the importance of education, and such recognition and support of education as its importance in relation to public welfare demands.

In order to accomplish these ends there must be effected a professional organization of the educational forces of the country that shall include local, State and national organizations, working in the closest possible coöperation for the accomplishment of common purposes. The teachers of the country must be made to realize how vitally important it is to their individual welfare, to the interests of their profession, and to the cause of education generally that such an organization be developed as rapidly as possible.

Upon whom devolves the chief responsibility for leadership in the accomplishment of these results? It seems logical to conclude that in effecting such an organization of the educational forces of the Nation, leadership should be assumed by those holding the chief positions of responsibility in the school systems of the country. Superintendents are looked to by their teachers and by the public as the responsible heads of their respective systems. They are, or should be, the recognized leaders in educational movements. Information and advice from them will have great weight with the teaching force.

Scores of instances could be cited where, under the able and sympathetic leadership of the superintendent, the entire teaching body has been formed into an effective local organization, promoting the interests of its members and supporting the superintendent in his efforts to elevate standards and advance the educational interests of the community. These groups have not been content to confine their activity to local affairs, but have united with their State association for its promotion and support, and in many cases have enrolled 100 per cent in the National Association.

Not infrequently the superintendent, after consultation with his teaching corps, has advised the selection of one of the classroom teachers, gifted with strong organizing ability, to take charge of a campaign for securing the membership of all the teachers in the local, State and national organizations. Through hearty coöperation the most gratifying results have been obtained. It is true that in some instances effective organizations have been formed by the teaching force without the coöperation of the superintendent, but it would seem that in such cases the superintendent has failed to take advantage of one of the highest opportunities of his position.

Everyone who understands the fundamental principles of organization and government realizes the essential importance of recognized authority and responsible leadership. Probably no professional group has a more intelligent appreciation of this than teachers. To the wise superintendent, who is democratic in spirit and genuinely interested in promoting the welfare of his teachers and the interests of his profession, there are great possibilities for leadership through professional organization.

The Cause of Education

THE NATIONAL EDUCATION ASSOCIATION has been intimately concerned with educational progess in the United States since it was first rganized as the National Teachers' Asociation in 1857. There is ample evience even in the early volumes of roceedings of a growing national coniousness in education. The educational dvance has been quickened all along the ne by the consideration of important lucational subjects at the Association's eetings. Perhaps more important than ıe discussions has been the friendship nd spirit of unity which has grown up mong the educational leaders of the ation in consequence of the fellowship these meetings. In a Nation so extenve as the United States provincialism likely to be the besetting sin in educaon as in other fields. This provinialism melts away under the warm inuence of the friendships formed at ccessive conferences. From the first ese conferences have been dominated a single purpose which has remained actically unchanged from the beginng.

The Association has changed its form of government and even its name, but its purpose as stated in the preamble of its first constitution still stands, with the change of but a single word, in the Association's Charter. That purpose is *to elevate the character and advance the interests of the profession of teaching and to promote the cause of [popular] education in the United States.*

The word "popular" was dropped when the Association was incorporated under a special act of Congress, approved by President Roosevelt June 30, 1906, and accepted by the Association on July 10, 1907. The discontinuance of the word "popular" registers the broadening conception of the Association's field of work and influence to include all constructive educational activity whether under public, private, or religious auspices. This change foreshadows the growth of the spirit of organization which in 1920 made the National Education Association directly representative of all the educational interests in the United States.

EDUCATIONAL ADVANCE

Character Education

A NATIONAL RESEARCH among educators for the best ethod of character education in public hools, which carries an award of 0,000, closed at midnight February . In each State a committee of nine llaborators has been working for over year, and the award for the best plan ll go to some State, to be divided 000 to the chairman and $2000 to ch of his eight collaborators. After judges have made the award, all the tter plans will be distributed to the ding educators of the Nation for dy. The research is under the conl of The Character Education Institution, of Washington, D. C. The nor of the award has promised to pply $1000 a month ($12,000 a ar) for continued study of character ucation problems.

kansas—The citizens' section of Arkansas Education Association has rted a campaign for better schools in effort to improve the rating of the kansas school system, which in 1918 s forty-sixth, according to the Ayres' report. Special effort will be made to equalize educational opportunities and to increase teachers' salaries.

California—The University of California at Berkeley has 10,500 regular students, 15,000 extension students served through local branches, and through its agricultural college distributes information to 35,000 farmers.

Colorado—Rural school consolidation has made notable progress in Weld and Rio Grande counties. The first consolidated school in Weld county was established in 1914 at Fort Lupton. The movement has gained headway in the county until there are now twenty-three consolidated schools; eighty old schoolhouses have been replaced by twenty modern ones, while building operations are still in progress; 5613 children attend these schools (782 are in high school); the average daily attendance has increased from 54 to 90 per cent; 2613 children are transported in seventy-seven auto busses; over a million dollars has been invested in new buildings and equipment; better trained teachers have been employed; and the school courses have been definitely related to rural life, while the buildings serve as community centers.

Connecticut—The Connecticut State Teachers' Association, coöperating with the State Board of Education, is working for a definite legislative program which calls for more State aid for education, improvements in the teacher-retirement law, and a permanent tenure law for teachers.

Delaware—The school year in Delaware was lengthened during 1920 from 146 to 182 days; the schools that were kept open over 182 days were increased from 3.1 per cent to 42.4 per cent. Attendance increased 35 per cent and high school enrolment increased nearly 50 per cent. The State's rating, measured by Ayres' ten points, rose from 42.84 to 57.3. The annual expenditure per pupil in average daily attendance rose from $50.80 in 1918-19 to $63.51 in 1919-20. Three special districts have authorized by referendum the bond issues which enable them, by the help of the duPont gift, to build adequate modern school buildings.

District of Columbia—The Board of Education and Superintendent Ballou are endeavoring to obtain from Congress appropriations which will enable the Board to pay adequate salaries and to undertake a much-needed building program. A preliminary survey of the Schools of the District appears as the Bureau of Education Bulletin, 1920, No. 36.

Florida—According to the Ayres' index numbers, Florida schools were 28.52 per cent efficient in 1890, 22.45 per cent efficient in 1900, 29.69 per cent efficient in 1910, and 37.77 per cent efficient in 1918. During the same period the efficiency of the schools of the United States as a whole increased from 29.57 to 51.01.

Georgia—Recently a law was passed authorizing the State Superintendent to use $100,000 to promote the consolidation of rural schools by means of a bonus of $500 for elementary schools and $1000 for secondary schools which meet certain standards as to equipment and teaching personnel. Fifty-eight towns have qualified to receive the bonus by making improvements costing a total of $276,575. Of the 1102 rural high school pupils attending these consolidated high schools, 668 were transported, whereas 262 were boarding pupils.

State Superintendent M. L. Brittain has prepared a new edition of his *Blue Book of Character Stories,* which is being sent to all county and city superintendents and high school principals in Georgia. Each virtue is illustrated by a well-chosen anecdote. Civic virtues are especially emphasized.

Idaho—The Idaho State Teachers' Association now numbers approximately four thousand members, which enables it to wield real power for improved legislation and school policy. Educational leaders in Idaho are working for the creation of the office of State high school inspector, the creation of the office of health inspector or supervisor, increasing the salaries of county superintendents, the securing of a State-wide tax of at least $20 per pupil, raising the standards of the teaching profession, the county unit, and simplification of the certification laws.

The following are county superintendents, who took up their duties in January: Elmore county, Mrs. Pearl S. Barber; Clearwater county, Evelyn S. Merwin; Gem county, Mrs. Ella Reed; Idaho county, Leonard Case; Washington county, M. Gladys Houston; Boise county, Mrs. Halley Skinner; Butte county, Mrs. Louise Pratt; Bear Lake county, Letha Dunford; Bonneville county, Jesse H. Neilson.

The Idaho State Department of Education has established at Lewiston State Normal School a bureau of educational tests and measurements to serve as a central agency and clearing house in this field for the entire State. C. L. Harlan, director of the bureau, has taught in the Universities of Indiana, Illinois, Pennsylvania, and Minnesota.

Twenty-three cities and towns of the State have been visited by the director or his assistant who have aided the local school authorities in making use of standard tests. Over thirty-five thousand tests have been given in reading, arithmetic, language and grammar, and in general intelligence. The results have been tabulated and put into such form as to make them available to every superintendent and teacher in the twenty-three school systems. In each place visited the superintendent and teachers were given complete instructions for conducting the tests and the children were actually tested by way of demonstration.

Illinois—The Illinois State Teachers' Association is urging the General Assembly to increase the State distributive fund from six to twenty millions and to enact laws which will strengthen the school system of the State.

Indiana—A special session of the legislature in 1920 passed a new minimum salary law, which makes $800 the minimum annual salary for new teachers in any school no matter how short the term or insignificant the school itself. Minimum daily wages are further determined by multiplying the general average on the teacher's license by a fixed number of cents, which number is increased as successful experience increases.

Indiana started a campaign for better schools in November, 1920. It is expected that much improved school legislation will result. The Indiana State Teachers' Association is working for the passage of a bill proposing larger State appropriation for local support of schools, and the distribution thereof on a new basis.

Iowa—During the fiscal year, July 1, 1919, to June 30, 1920, the State board of education examiners in Iowa issued 18,377 teachers' certificates of which 2304 were State certificates of some kind, 2460 high school training certificates, 10,405 uniform county certificates and 3208 provisional certificates.

Kansas—The Kansas State Teachers' Association is advocating a reorganization of the State department of education in order to give greater latitude in the selection of heads of the department and in the payment of salaries. The Association is also urging the equalization of school taxes, the standardization of teachers' certificates, a compulsory teachers' pension law, the strengthening of the present compulsory attendance law, increased salaries for county superintendents, and the requiring of private and parochial schools to give the same certification and supervision now required in public schools.

Kentucky—Two constitutional amendments have been submitted by the 1920 legislature to be voted on November, 1921. The first would make the State superintendent an appointive rather than an elective officer. The second would permit ten per cent of the State school fund to be distributed on some other than a per capita basis. State Superintendent George Colvin writes that the 1920 legislature enacted thirty-two school laws of which the following are the most important: a law to create a non-partisan county school board of five members elected from the county at large, with authority to establish districts, appoint county superintendents and teachers, fixing minimum school rate at twenty-five cents and minimum salary for county superintendent at twelve hundred dollars; a law fixing seventy-five dollars per month as the minimum salary for public-school teachers; a law providing for an educational survey by non-resident experts; a law providing that all teachers' certificates secured upon examination should be issued from the State Department. Heretofore, each county board had certificated teachers on examination. The law requires high school education and normal training for all applicants before they are eligible for examination; a law providing for the appointment of an attendance officer in each county, and making attendance at school compulsory between the ages of seven and sixteen, inclusive; laws providing for physical education as a part of the school course in all schools.

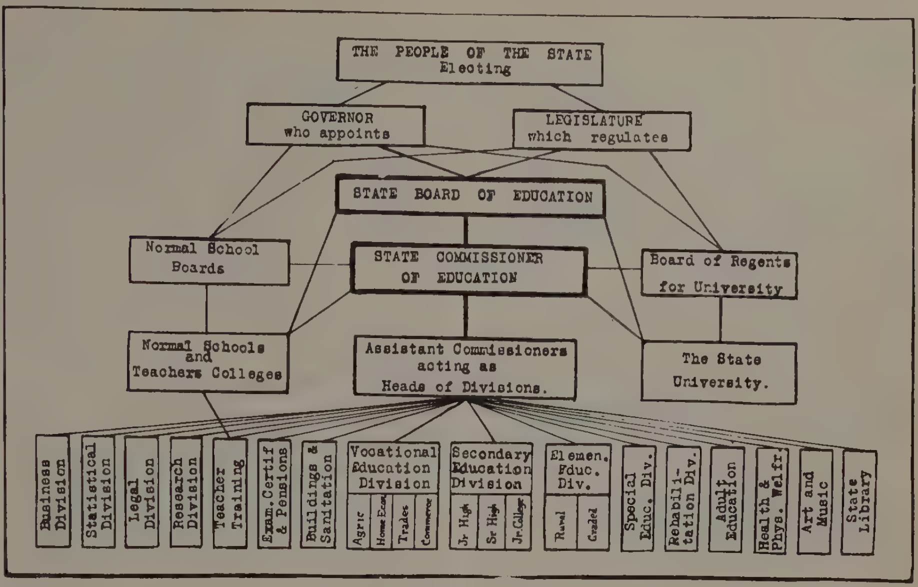
Louisiana—The 1920 legislature passed laws relating to the sale and lease of school lands, the publication of the proceedings of school boards, the Institution for the Blind, compulsory attendance of mentally or morally deficient children in special classes or schools, support of State educational institutions, school tax, the prohibition of hazing, compensation of members of parish school boards, creation of school districts, certification of teachers.

Two most important laws relate to public libraries. One creates a State library agency in the form of a library commission and the other authorizes all municipal corporations to maintain public libraries and appropriate money for their operation.

The New Orleans Parish School Board adopted in November, 1920, a new salary schedule, which is based on a minimum salary of $120 per month for elementary teachers. Regular increases are provided for additional experience and for college credit or degrees.

Maine—The new executive committee of the Maine Teachers' Association has authorized the president of the Association, Superintendent R. J. Libby of Gorham, to collect for the Association data relative to teachers' salaries, cost of living, and the like, in Maine and other New England States, for the use of superintendents of schools and other school officials in recommending school appropriations for the next school year.

Maryland—The 1920 session of the Maryland legislature enacted a minimum salary law for teachers, increasing the legal minimum about forty per cent and appropriated funds to pay one-half the necessary increases, requiring counties to provide the remainder. The classification of high schools was reorganized. Small high schools may now receive aid, whereas in the past aid has been given only to four-year high schools. Plans are under way for a State-wide educational program to be presented to the public in the fall of 1921 and then to the legislature.


THE PEOPLE OF THE STATE
Electing
GOVERNOR
who appoints
LEGISLATURE
which regulates
STATE BOARD OF EDUCATION
Normal School
Boards
STATE COMMISSIONER
OF EDUCATION
Board of Regents
for University
Normal Schools
and
Teachers Colleges
Assistant Commissioners
acting as
Heads of Divisions.
The State
University.
Business
Division
Statistical
Division
Legal
Division
Research
Division
Teacher
Training
Exam.Certif
& Pensions
Buildings &
Sanitation
Vocational
Education
Division
Agric
Home Econ
Trades
Commerce
Secondary
Education
Division
Jr High
Sr High
Jr College
Elemen.
Educ.
Div.
Rural
Graded
Special
Educ. Div.
Rehabilitation Div.
Adult
Education
Health &
Phys. Welfr.
Art and
Music
State
Library

THIS DIAGRAM represents the type of educational reorganization which the special legislative committee has in mind for ultimate development in California. The ninety-six-page report of this committee of the forty-third session of the legislature is unusually well prepared and significant.

Massachusetts—President Merle S. Getchell has announced a strong program for the meeting of the High School Masters' Club of Massachusetts which is to be held at Harvard University, March 24, 1921.

The Department of Education is arranging for a conference of rural superintendents of schools at Amherst, April 14, 15 and 16; of Junior High School principals at Bridgewater, April 20, 21 and 22; of superintendents of schools at Framingham, May 4, 5 and 6.

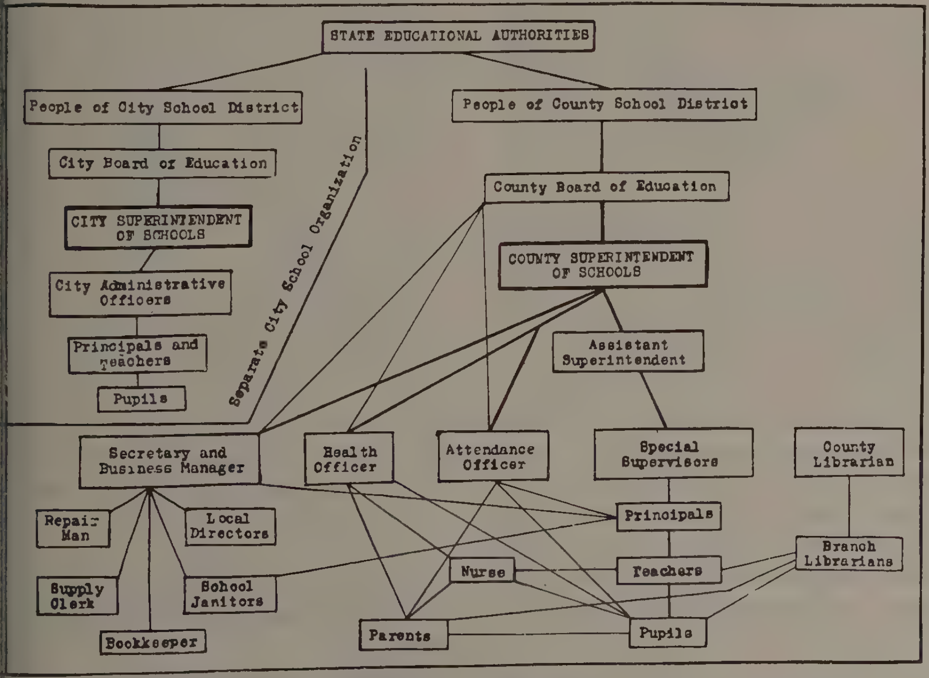
The Lynn Teachers' Club is working for more money for school purposes. Lynn schools, through special legislation, are allowed $7.50 per thousand of valuation. An increase of $2 per thousand is being sought from the legislature.

Michigan—Governor Groesbeck in his message to the legislature, January 6, said: "In a democracy all should receive the benefit of the best education obtainable, and while we are proud of our higher institutions of learning, we must not forget that after all the common school is the college of the average man and woman. It is such schools, and particularly those in rural districts, which should receive the attention of the legislature at this time. There are measures in course of preparation which, it is hoped, will afford better advantages in such districts. Their purpose is to hasten the time when more boys and girls will be given the equivalent of a high school course, so as to better prepare them for their future careers."

An adequate salary for the State superintendent of Michigan is on the legislative program for this winter. It is expected the budget will provide a salary of $10,000 for this important office.

The Detroit Educational Bulletin for December, 1920 contains an age-grade and nationality survey of the Detroit schools, which has been prepared by the Department of Special Education and the Bureau of Statistics and Reference.

Mississippi—Constructive legislation, passed by the 1920 legislature, has laid the foundation for better educational conditions in Mississippi. This legislation includes a compulsory school law requiring the attendance at school for four months of children between the ages of seven and fourteen, a salary law


STATE EDUCATIONAL AUTHORITIES
People of City School District
City Board of Education
CITY SUPERINTENDENT
OF SCHOOLS
City Administrative
Officers
Principals and
Teachers
Pupils
Separate City School Organization
People of County School District
County Board of Education
COUNTY SUPERINTENDENT
OF SCHOOLS
Assistant
Superintendent
Secretary and
Business Manager
Health
Officer
Attendance
Officer
Special
Supervisors
County
Librarian
Repair
Man
Local
Directors
Supply
Clerk
School
Janitors
Bookkeeper
Principals
Nurse
Teachers
Branch
Librarians
Parents
Pupils

THIS DIAGRAM is also from the report of the California legislative committee on education and contains that committee's conception of a good form of county-unit educational reorganization as applied to California.

which doubles the maximum salary of first grade teachers and authorizes boards of trustees to employ teachers for a term not exceeding three years and to pay them monthly twelve months in the year. Salaries of county superintendents were increased from a maximum of $1800 to a minimum of $2500 and a maximum of $3850, while the salary of the State superintendent was increased 80 per cent. Other important laws relate to physical education, consolidation, free high school privileges, the use of school buildings for public gatherings, school bonds, and industrial education.

Missouri—State Superintendent Sam A. Baker is urging that, instead of repealing the State income tax law, as has been advocated, this law be amended so as to give to the school fund all revenue derived from incomes. The Missouri Constitution provides that the general assembly shall set aside one-fourth of all revenues for school purposes. In recent years the assembly has been setting aside one-third of the general revenue, but much of this has been devoted to special uses. Superintendent Baker advocates that special aids be taken from general revenue, and that the one-third be used to encourage better school conditions throughout the State; more especially adequate salaries for teachers.

Other proposed legislation includes additional requirements for standardizing rural schools and provision for the county unit of taxation for maintenance of the public schools, including a uniform length of term and the creation of county boards of education, each to be composed of at least six members selected for a period of three years.

Nebraska—Several amendments, proposed by the constitutional convention, were approved by the people at a special election, September 21. The English language is made the official language of the State, and common branches are required to be taught in that language in *all* schools; school must be maintained in all districts for the minimum term provided by law; school lands may be sold at auction as legislature may provide; State University regents are to be elected by districts instead of at large; no public corporation is permitted to appropriate aid in any form to any school not exclusively owned and controlled by the State or its governmental subdivisions; the upper limit of reform school age is changed from sixteen to eighteen years; the normal school board of seven members is made a constitutional body; the State superintendent is changed from a two-year to a four-year office, with a salary change from $2000 to $5000 per year.

Sixty-five cities in Nebraska paid their school superintendents $2000 or more during the school year 1919. Two hundred forty Nebraska cities are paying their superintendents more than $2000 during the present school year, according to W. K. Fowler in the December *Nebraska Teacher.*

New Hampshire—During 1919-20, with an increased expenditure of only 20 per cent over 1916, the following achievements were accomplished: (1) A thirty-six-week year for all children, thus insuring 6500 rural schools at least four weeks more schooling than before; (2) 526 or nearly one-half the school buildings in use improved or remodeled; (3) health supervision extended so as to reach 98 per cent of the public school children; (4) for the first time all teachers in the public schools have been certified or licensed, thus excluding those who do not meet minimum standards of education and training; (5) attendance at evening schools increased from 1500 to 6000; (6) a practical and uniform method of accounting in the administration of district finances.

New Jersey—The 1920 legislature passed improving amendments to several school laws. County superintendents' salaries were raised to $4000. Helping teachers' salaries were increased and provision was made for the management and direction of continuation schools.

The Board of Education in Newark, N. J. has inserted in the budget a special item of $600,000 to cover the proposed $200 salary increase for all teachers. The Board is planning to equalize the salaries of men and women teachers, especially in the high schools, by giving the women $200 in addition to the regular $200 increase for next year. If the Board's plans go through all teachers will receive increases of from three to four hundred dollars next fall.

New York—A total of 866,463 pupils are enrolled in Greater New York's public schools, according to the annual report of President Prall of the Board of Education.

North Carolina—The compensation of the State superintendent of public instruction is increased to $5000 by a bill passed on January 11. The office wa created in 1852.

The bureau of extension of the University of North Carolina has organized a division of design and improvement o school grounds. The division, under th leadership of Dr. W. C. Coker, will issue a bulletin of designs, suggestions and plans for beautifying school grounds

Ohio—The program of the Ohio State Teachers' Association as outlined in the *Ohio Teacher* for January calls for a membership of 25,000 or more. The Association has affiliated with the National Education Association and is planning to send a large delegation to Des Moines in July.

In 1920 the Ohio Association helped to obtain the passage of the school revenue law and the teachers' retirement law. The school revenue act provides not only for adequate revenues but for a State-wide tax of 1.8 mills to be distributed according to enumeration of the counties and one mill additional to be collected by counties and distributed within the county according to salaries, cost of transportation, and aggregate attendance. From the former fund $1,000,000 is to be reserved for distribution among the economically weak districts. Now, the ordinary school district can realize about 8.8 mills. Under this law, the minimum teachers' salary is $800, and salary schedules allowing for training and experience have been adopted by the majority of school boards.

A committee has been appointed for each of the six district associations to work with the executive committee of the Ohio State Teachers' Association on reorganization. The officers of the State Association are coöperating with the State Department of Public Instruction in revising the compulsory educational laws and in encouraging the recruiting of teachers.

The Association is now actively working for teacher tenure. A tentative teacher-tenure bill is being revised, preparatory to being presented to the State legislature. A legal adviser, who will assist in securing new legislation, will probably be elected by the executive committee for the calendar year.

Oklahoma—The Oklahoma Educational Association, through its State legislative committee, has proposed legislation for a scientific school survey of Oklahoma; for appropriations for weak school districts; for an increase in the maximum local district levy from 15 to

5 mills; for liberal appropriations for igher educational institutions; for the ounty unit plan; for systematic physi-al education and examination of all upils; for better provision for the elec-ion of teachers, school board members, nd superintendents; and for the dis-ribution of State school funds on per upil-day-attendance basis.

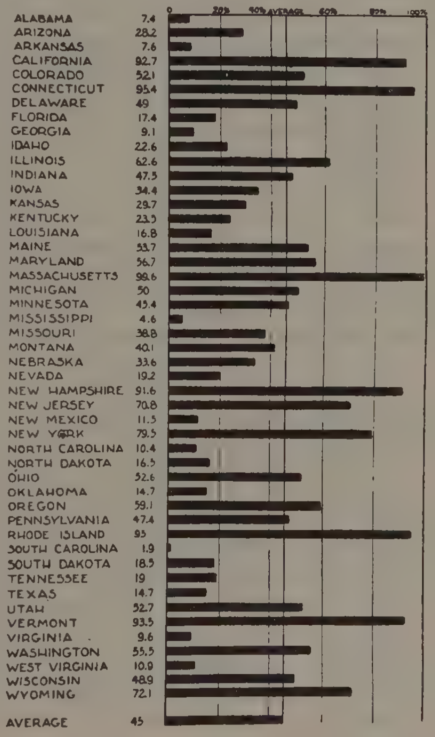
Movies and kindred amusements are osting the school children of Ardmore, n oil town of 20,000 population, $132,-97, which is $11,672 more than the en-ire cost of the schools of Ardmore, ac-ording to a study made by the psycho-ogical diagnostician of the Ardmore chools. The investigation showed that ight children went to the movies seven imes in the week; six went six times; wenty went five times; forty-two went our times; 114 went three times; 231 vent twice; and 818 went once.

Dregon—The Oregon State Teach-rs' Association adopted a single salary chedule on December 30, 1920. This chedule, for all teachers, allows mini-num salaries of $1200 to normal school graduates, $1440 to those with bach-lor's degrees; $1680 to those with mas-er's degrees, and provides an annual in-rease of $120 for six, eight, and nine ears, respectively. No discrimination s made between grade and high school eachers except as training and success-ul experience are emphasized.

Pennsylvania—Governor William C. Sproul in an address to the General As-embly, January 18, recommended im-roved educational facilities for the ,750,000 children of Pennsylvania. He suggested (1) that the State Board of Education and the College and Uni-ersity Council be abolished and a State Council of Education, including all in-lependent boards and agencies relating o public education, be established; (2) hat a law be passed requiring proper qualifications for all teachers at salaries ommensurate with such qualifications; 3) that the State normal schools be ncluded in a budget system which vould insure adequate financial sup-ort; (4) that attendance laws be mod-fied to grant educational opportunity to every child in the State; (5) that such ncreased State aid be given public edu-ation as the condition of the revenues vould allow; (6) that a bureau for the elimination of adult illiteracy be estab-ished. Pennsylvania has 418,000 illit-rate adults, according to the 1920 cen-us report recently issued.

South Carolina—The newly elected president of the South Carolina State Teachers' Association is Superintendent E. C. McCants, of Anderson. Mr. McCants, who became principal of the Anderson high school in 1900 and superintendent of city schools in 1907, is known also as a writer of fiction.

Tennessee—The Biennial Report of State Superintendent Albert Williams for 1919-20 shows that the salaries of county elementary teachers increased from $257.56 in 1919 to $325.98 in 1920; those of high school teachers increased from $720.86 to $857.36. The county elementary school term increased from 104 to 115 days. Over two and a half million dollars more was spent in maintaining the schools in 1920 than in 1919. The average expense per child in attendance was $13.77 in 1919 and $15.48 in 1920.



SCHOOLS lay foundations for education. Libraries encourage education as a life-long enterprise. This chart, compiled by the Bureau of Education in 1918, shows the per cent of population having access to free public libraries in the various States and in the United States. It reveals an alarming shortage of library facilities, which is even more striking than this table indicates, for there are many libraries which, while they carry the name, have neither the facilities nor the trained personnel required to make library service genuinely effective. The county library is now the accepted solution of the problem except in New England, where the town is preferred.

In November a campaign for better schools was started. Regional conferences were conducted in seven cities. It was decided to urge legislation providing that the minimum school term should be eight months, that the minimum standard of qualification of teachers (to be reached by 1925 or 1926) should be four years' high school and two years' additional training, that the minimum salary of teachers should be $1,200, and that the minimum county tax for school purposes for counties sharing in the State equalizing fund should be five mills on the dollar.

Texas—State Superintendent Annie Webb Blanton reports progress in education in Texas along many lines during 1920. A constitutional amendment removing the limit from the amount of tax that a local district can vote in support of its schools was passed by an overwhelming majority. Many new rural school buildings were constructed under the rural aid law, which appropriates $2,000,000 to aid rural districts which vote the maximum local building tax and wish to provide approved types of buildings. Laws were passed compelling the State tax board to levy annually a State tax of thirty-five cents on the hundred dollars for support of schools, making consolidation more practicable, and requiring teachers to register annually in the State department of education. The teacher certification laws were completely revised, granting a choice of subjects for examination, emphasizing professional training and providing for reciprocity with other States. Enrolment in summer schools was stimulated by the provision of the rural aid law which permits the State to pay half the increase of salary if the local school board will raise the salary of a teacher who spends the summer in study and returns to the *same* position in a rural school. Many teacherages were erected.

Utah—The compulsory school age has been raised to eighteen years. Boys and girls over sixteen years of age having completed the eighth grade may, when excused by the superintendent, engage in gainful work, provided 144 hours are devoted to school during the year. Provisions have also been made for a continuous school term for twelve months in the year, for the constant supervision of boys and girls to their eighteenth year, for state-wide instruction in thrift, for the elimination of the use of narcotics, and for a health program covering children of pre-school age and parents as well, with a State director in charge of health education.

Vermont—At a recent meeting in Montpelier, the State supervisors recommended that the teachers' retirement fund law be amended so as to make its provisions more attractive to the younger teachers, that there be greater supervision of transportation, and that the law governing the sale of narcotics be made more stringent.

Virginia—The outlook for education in Virginia during 1921 is excellent. The University of Virginia will celebrate its centennial. The University and all the colleges of the State are overflowing with students. The public schools have reached a record in attendance; the Department of Education is encouraging and aiding educational work of every type in the State; the Board of Education is earnest and active; the Governor is an ardent advocate of better schools; supervisors are making additional appropriations for pay of teachers. The people of the State by formal vote have authorized increased taxation. Many cities are making large bond issues for school buildings; notably under the direction of Superintendent Hill and the school board of Richmond, the city council, by unanimous vote, has authorized a bond issue of $1,500,000 for school buildings. Lynchburg is contemplating an issue of $750,000. The Richmond board of education has adopted a salary schedule based upon the National Education Association schedule. Winchester has established an improved schedule as have Newport News and Norfolk. Other cities are contemplating large increases. In rural districts salaries have been increased from fifty to one hundred per cent. Best of all the teachers of the State are improving in professional spirit and in organization in a way that is certain to command the respect of the people.

The State Teachers' Association, at its annual business meeting November 26, 1920, provided for an executive secretary at a salary of $3500 per annum. The duties of the secretary are to be defined by the board of directors. He is to be appointed by and to work under the direction of the executive committee of the Association. The dues in the Association have been raised from twenty-five to fifty cents in order to make possible the payment of this salary and traveling expenses. The executive secretary is to visit the various districts of the State and to organize and reorganize the associations in such a way that the teachers of Virginia may act on educational matters with more unanimity and better understanding. The executive secretary will also become the editor of the *Virginia Journal of Education,* which has been taken over as the organ of the State Association.

Washington—At the recent session of the Washington legislature a State public school code commission was appointed to investigate the school situation. The commission has recommended many progressive measures, including a reorganization of county and district administration, a reorganization of the State Department, and greater financial support for education.

Spokane has adopted the single salary schedule, which is designed to encourage scholastic and professional preparation for all branches of the service by paying the same salaries to teachers, whether their work be in kindergarten, grades, or high school.

Wisconsin—Parent - Teacher associations have recently been organized in thirty-two different towns. This important work is promoted by the bureau of community development of the extension division of the University of Wisconsin. It supplies all necessary information for the associations, furnishes suggestions for social programs, and sends an organizer to study local conditions.

At a special meeting of the Wisconsin Board of Education, held December 8, 1920, a new position of State Director of Physical Education at $3000 a year was created. A revised schedule for the normal schools was adopted. This eight-year schedule divides normal school teachers into four classes. Teachers in Class A, including one-fourth of the regular teachers, begin with $1700 and receive a $100 increase each year for five years and a $200 increase the seventh and eighth years; teachers in Class B, one-half of the regular teachers, begin with $2000 and receive a $100 increase for the second and third years, and a $200 increase for each of the next five; teachers in Class C, including one-fourth of the regular teachers, begin with $2800 and receive a $100 increas the second and third years, and a $20 increase for each of the next five years Class D, special teachers, receive fron $4100 to $4800.

An appropriation was made to emplo nurses in the normal schools at salarie of $175 per month. As a guide in con sidering applications for additiona teachers for normal schools, eighteer hours a week is to be regarded as th standard teaching load and the averag class as twenty students.

Wyoming—A constitutional amendment was adopted on November 2 1920, raising the limit of indebtednes which a school district may incur i erecting or enlarging school building from two to four per cent. Of the si amendments proposed the school amendment was the only one passed.

Our State School Systems

THE table on the following pag shows important facts about Stat school systems for the school year 1917 18, the latest year for which complet statistics have been published. It ha been compiled at National Educatio Association headquarters from fact given in U. S. Bureau of Educatio *Bulletin,* 1920, *No.* 11, and from *A Index Number for State School Systems,* by Leonard P. Ayres.

The page references at the head o columns 1-11 refer to the source of th facts, *Bulletin, 1920, No. 11;* those in columns 12 and 13 to Dr. Ayres' book

There were 27,686,476 children o school age, 5 to 18 years, in 1918. O this number 75.3 per cent were enrole in the public schools; 6.9 per cent i private schools, and 17.8 per cent wer not enroled in any school. Of the tota enrolment 9.3 per cent was in secondary schools.

Columns 5 to 7 indicate the length of the school term provided as compared with actual attendance and reveal the enormous financial loss due to irregular attendance, which for the United States is 25.4 per cent of the total expenditure for public education.

The number of teaching positions i shown in column 8 as being 636,65 for the United States. The average annual salary was $635. Only 16.1 per cent of the teachers in 1918 were men.

Many additional facts and comparisons may be derived from a careful study of this table and of the reports upon which it is based.

FACTS EVERY TEACHER SHOULD KNOW

Interesting and significant statistics of State school systems which show the big facts of educational progress (See page 54)

	Estimated number of school children, 5 to 18 years of age, 1918. P. 93.	Per cent of school population, 5 to 18 years, enroled in *public* schools. P. 8.	Per cent of total enrolment in high school. P. 10.	Length of school term provided. P. 14.	Days pupils actually attended school. P. 14.	Per cent of school term wasted. P. 14.	Financial loss due to irregular attendance. P. 16.	Number of teaching positions. P. 42.	Average annual salaries of elementary and secondary teachers. P. 42.	Average cost per pupil attending daily—current expenses. P. 69.	Average cost per pupil attending daily—new buildings, sites, etc. P. 69.	Index number for 1918 as given by Dr. Ayers. P. 37.	Relative rank of the States for 1918 as shown by index number. P. 49.
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Continental United States	27,686,476	75.3	9.3	160.7	119.8	25.4	....	636,655	635	$41.45	$7.67	......	......
Alabama	760,598	75.4	5.4	124	73.6	40.6	$2,462,879	12,562	345	15.69	2.07	30.58	45
Arizona	66,655	102.0	6.6	162	98.6	39.1	1,381,572	2,048	952	74.81	10.61	66.19	3
Arkansas	562,861	82.0	2.5	120	78.0	35.0	1,748,166	9,898	387	16.63	.07	30.28	46
California	606,350	99.4	19.0	172	122.9	28.5	9,723,029	17,276	1,012	67.18	12.22	71.21	2
Colorado	237,407	84.6	12.1	168	115.5	31.2	3,036,765	7,242	749	58.65	11.89	59.23	13
Connecticut	295,031	82.7	10.0	181	142.0	21.5	2,293,971	6,917	745	48.44	7.44	59.77	10
Delaware	53,657	69.2	7.8	164	108.7	33.7	295,170	1,066	561	33.54	2.04	42.48	35
District of Columbia	74,524	82.6	12.6	173	134.4	22.3	710,003	1,828	1,052	60.72	5.84	64.24	......
Florida	269,553	72.9	5.4	130	90.9	30.1	1,406,907	5.898	383	26.93	7.12	37.77	37
Georgia	937,742	72.5	5.4	138	93.8	32.0	2,435,859	15,054	366	15.17	1.36	32.60	43
Idaho	121,838	86.0	11.4	150	106.8	28.8	1,491,507	3,847	685	61.28	8.07	58.57	17
Illinois	1,554,799	70.0	10.3	159	140.5	11.6	5,974,701	33,653	778	44.44	9.10	56.75	22
Indiana	712,913	79.1	12.8	155	144.0	7.1	1,958,017	16,990	587	40.94	11.77	58.80	16
Iowa	582,889	91.0	10.1	180	134.2	25.4	7,436,575	23,560	578	61.87	12.14	61.85	6
Kansas	495,578	81.8	13.1	172	122.0	29.1	4,976,869	16,398	513	48.67	10.67	55.16	25
Kentucky	707,766	75.4	4.4	150	88.3	41.1	3,434,312	15,225	364	26.38	.15	34.98	41
Louisiana	590,259	55.1	7.2	136	97.5	28.3	1,703,222	7,908	471	22.16	3.62	33.86	42
Maine	179,048	78.6	12.5	169	136.5	19.2	850,773	5,833	443	37.42	1.54	47.36	32
Maryland	363,234	64.8	5.8	170	117.3	31.0	1,854,989	5,565	687	35.06	1.93	43.22	34
Massachusetts	855,544	73.7	17.2	176	141.5	19.6	6,093,206	19,637	858	52.58	7.61	61.04	8
Michigan	770,809	85.1	11.6	172	137.2	20.2	6,488,492	22,462	663	47.94	13.44	60.43	9
Minnesota	635,138	76.9	10.4	169	129.3	23.5	5,874,296	18,768	651	53.93	12.96	58.43	18
Mississippi	651,443	83.0	5.4	138	88.4	36.0	1,535,023	11,611	291	12.32	....	30.04	47
Missouri	900,144	73.8	9.3	165	125.9	23.7	5,424,596	20,740	651	35.52	9.77	49.64	31
Montana	104,673	116.6	9.5	152	112.8	25.8	2,401,480	5,781	670	80.54	22.86	75.79	1
Nebraska	351,924	85.3	9.7	165	118.0	28.5	4,098,829	13,248	562	55.86	11.24	57.14	21
Nevada	18,831	77.1	10.5	171	123.0	28.1	225,516	582	874	73.37	3.57	59.05	15
New Hampshire	99,038	66.7	18.1	174	138.7	20.3	637,084	5,128	548	57.18	2.40	54.37	27
New Jersey	739,126	76.1	8.9	185	139.5	24.6	7,440,130	16,676	911	58.51	12.86	65.93	4
New Mexico	126,679	67.6	4.4	155	102.1	34.1	1,320,321	2,534	500	40.38	28.30	53.01	28
New York	2,421,283	68.8	10.1	187	145.4	22.2	17,994,956	52,777	976	58.12	4.24	59.35	12
North Carolina	792,481	80.0	2.8	123	80.1	34.9	2,283,968	15,241	284	12.97	2.80	30.59	44
North Dakota	222,693	75.5	6.9	168	119.1	29.1	2,879,190	7,779	578	67.81	15.09	59.17	14
Ohio	1,246,601	76.4	14.0	163	145.5	10.7	5,403,288	32,138	744	48.20	11.26	59.72	11
Oklahoma	729,547	75.6	6.4	157	94.7	39.7	5,623,985	14,181	571	35.00	7.46	44.44	33
Oregon	194,984	74.8	15.5	183	164.2	10.3	775,617	6,354	702	51.85	5.71	57.81	19
Pennsylvania	2,192,214	69.1	8.2	175	141.8	19.0	13,208,847	44,466	702	47.57	9.05	57.65	20
Rhode Island	147,516	62.3	9.5	193	151.8	21.3	862,388	2,694	802	47.83	8.21	56.33	24
South Carolina	554,374	71.2	2.2	113	73.2	35.2	1,747,693	8,596	315	17.48	1.93	29.39	48
South Dakota	203,623	68.0	9.4	186	121.6	34.6	2,450,338	7,380	504	63.30	15.00	55.03	26
Tennessee	697,110	84.8	5.2	140	96.0	31.4	2,418,432	12,947	370	14.99	3.98	35.14	40
Texas	1,441,881	76.2	9.6	146	104.7	28.3	6,949,827	29,001	487	24.65	6.50	41.12	36
Utah	131,734	83.6	9.2	169	131.8	22.0	1,178,442	3,449	754	50.22	12.08	61.39	7
Vermont	85,256	72.8	13.0	171	137.1	19.8	502,282	2,977	467	47.55	3.42	51.51	29
Virginia	678,455	70.9	6.1	141	95.8	32.1	2,665,747	13,904	385	22.15	3.32	35.26	39
Washington	363,812	72.2	14.0	174	129.3	25.7	3,922,843	9,222	922	67.18	11.15	63.67	5
West Virginia	416,483	76.1	5.2	133	93.6	29.6	2,069,346	10,978	408	26.23	5.19	37.73	38
Wisconsin	701,084	64.1	11.0	178	141.0	20.8	3,672,571	16,745	521	40.84	8.69	51.34	30
Wyoming	39,294	97.4	8.8	150	120.1	19.9	398,879	1,891	578	58.01	7.47	56.71	23

ENROLMENT *and* AFFILIATION

Affiliated State and Local Associations

THE following associations are in addition to the affiliations which were reported in the January *Journal:*

AMERICAN FORK, UTAH, *Alpine Teachers' Association*, Irving L. Pratt, Secretary.

ATLANTIC CITY, N. J., *Atlantic City Teachers' Association*, Mabel Gilbert, President.

AUBURN, MAINE, *Androscoggin County Teachers' Association*, Gladys A. Maines, Secretary.

AUGUSTA, MAINE, *Maine Teachers' Association*, Glenn W. Starkey, Secretary.

BALTIMORE, MD., *Faculty of Baltimore Teachers' Training School*, Norman W. Cameron, Secretary.

BATH, MAINE, *Sagadahoc County Teachers' Association*, Ellen R. Turner, Secretary.

BELFAST, MAINE, *Belfast Teachers' Club*, Mrs. Annie L. Black, Secretary.

BISMARCK, N. D., *North Dakota State Teachers' Association*, W. E. Parsons, Secretary.

BOZEMAN, MONT., *Montana State Teachers' Association*, R. J. Cunningham, Superintendent.

BRIDGETON, N. J., *Irving Avenue School*, Emma W. Westcott, Secretary; *Bank Street School Faculty*, Chester Robbins, Secretary.

BRIDGEWATER, VA., *Rockingham Teachers' Association*, Lina E. Sanger, Secretary.

BROOKLINE, MASS., *Brookline Teachers' Club*. Chauncey W. Waldron, Cor. Secretary.

BROOKLYN, N. Y., *Faculty of Adelphi College*, James W. Park, Secretary.

BROOKS, MAINE, *Waldo County Teachers' Association*, Grace A. Lord, Secretary.

BUFFALO, N. Y., *Buffalo Federation of Educational Associations*, Richard R. Dry, Treasurer.

BURLINGTON, VT., *Burlington Public School Teachers' Association*, Essie M. Sylvester, Secretary.

CANYON, TEXAS, *West Texas State Normal College*.

CARTHAGE, ILL., *Carthage College Senate*, H. D. Hoover, President.

CASTILLEJOS, ZAMBALES, P. I., *Zambales Teachers' Association*, Marcelo H. Acavan, President.

CHEBOYGAN, MICH., *Cheboygan City Teachers' Association*, Carl Titus, Superintendent.

CHESTER, PA., *Chester Teachers' Association*, Anna C. Stewart, Secretary.

CLE ELUM, WASH., *Cle Elum Teachers*, Eugene D. Merriman, Secretary.

CLOVIS, N. M., *Curry County Teachers' Association*, E. W. Bowyer, Acting Secretary.

COLORADO SPRINGS, COLO., *Colorado Springs Federation of Teachers*, Kate Kinney, Secretary.

COLUMBIA, MO., *Missouri State Teachers' Association*, E. M. Carter.

CORNISH, MAINE, *Saco Valley Teachers' Association*, Celia H. Sanborn, Secretary.

CORONA, CALIF., *Corona Teachers' Association*, Carrie A. DeHaan, Secretary.

DANVILLE, VA., *Danville Teachers' Association*, Mrs. Lily F. Walton, Treasurer.

DENVER, COLO., *The Denver High School Teachers' Association*, Irene Fisher, Secretary-Treasurer; *Denver Grade Teachers' Association*, Amelie D. Irving, Secretary.

EASTHAMPTON, MASS., *Easthampton Teachers' Association*, Lucy E. Tripp, Secretary.

EASTON, PA., *Easton Teachers' Association*, Maud H. Peet, Secretary.

EAST ORANGE, N. J., *East Orange Teachers' Association*, Jean M. Hall, Secretary.

ELKINS, W. VA., *West Virginia Education Association*, W. W. Trent, Secretary.

ELWOOD, IND., *Public School Teachers of Elwood*, E. B. Hargrave, Secretary.

ELYRIA, OHIO, *Elyria Teachers' Club*. Jean C. Gessner, Secretary.

FAIRBURY, ILL., *Livingston County Teachers' Association*, E. W. Powers, Secretary.

FORT WAYNE, IND., *Fort Wayne Teachers' Association*, Elizabeth G. Murphy, President.

FORT WORTH, TEXAS, *University Faculty of Texas Christian University*, Colby D. Hall, Dean.

FOXCROFT, MAINE, *Piscataquis County Teachers' Association*, W. M. Bottomley, President.

GALVESTON, TEXAS, *Galveston City Teachers' Association*, Alice Block, Secretary.

GENEVA, NEBR., *Fillmore County Educational Association*, Margaret E. Haughawatt, Secretary.

GREELEY, COLO., *Greeley Teachers' Club*. Mary I. Comin, Secretary.

GREENVILLE, MISS., *Washington County Teachers' Association*, Herman W. Solomon, Secretary.

HACKENSACK, N. J., *Hackensack Teachers' Association*, William B. Cornish, Secretary.

HADDONFIELD, N. J., *Haddonfield Association of Teachers*, Anne S. Williams, Secretary.

HARRISBURG, PA., *Harrisburg Teachers' Institute*, Kathryn Gamble, Secretary.

HILLSBORO, OREGON, *Washington County Teachers' Association*, N. A. Frost, Superintendent.

IDAHO FALLS, IDAHO, *North Eastern Idaho Teachers' Association*, Coralie Lake, Secretary.

IRVINGTON, N. J., *Irvington Public School Teachers' Association*, Cora B. MacMahon, Secretary.

KANE, PA., *Kane Teachers' League*, Emma E. Christian, President.

KANSAS CITY, MO., *Association of High School Women*, Jane Adams.

KAUFMAN, TEXAS, *Kaufman County Teachers*, Mary E. Nash, Secretary.

KEARNEY, NEBR., *Nebraska State Teachers' Association*, H. O. Sytton, Secretary.

KENNEBUNK, MAINE, *York County Teachers' Association*, M. T. Goodrich, President.

KENOSHA, WIS., *Kenosha Teachers' Club*, Rosa M. Bufton, Secretary.

KNOXVILLE, TENN., *Knoxville Teachers' League*, W. E. Evans, President.

LA CROSSE, WIS., *Teachers' Club of La Crosse, Wisconsin*, Susan Campbell, Secretary.

LA CROSSE, WIS., *Western Wisconsi Teachers' Association*, W. H. Sanders Secretary.

LA SALLE, ILL., *La Salle County Teachers Association*, Leslie Tomlinson, Secretary

LAWRENCE, KANS., *Educational Council of Lawrence Teachers*, Mamie Clare Walker, Secretary.

LEWISBURG, PA., *Bucknell University Library*.

LITTLE ROCK, ARK., *Arkansas Educational Association*, A. B. Hill, President.

LODI, N. J., *Lodi Teachers' Association*, Sara C. U. Mercer, Secretary.

LOS ANGELES, CALIF., *Faculty of the College of Liberal Arts, University of California*, Hugh C. Willett, Secretary.

LOUISVILLE, KY., *Faculty League of the Girls' High School*, Anna Voegtle, Secretary; *Louisville Education Association*, Anne Grunder, President.

LYNCHBURG, VA., *Lynchburg Teachers' Club*, Myrtle E. Reveley, Secretary.

MACHIAS, MAINE, *Washington County Teachers' Association*, Mary McDonald, Secretary.

MACOMB, ILL., *Faculty of the Western Illinois State Normal School*, Fannie Jackson, Secretary.

MALDEN, MASS., *Malden Teachers' Association*, Helen A. Davidson, Secretary.

MANCHESTER, N. H., *Manchester Teachers' Guild*, Myra B. Colby, Secretary.

MANKATO, MINN., *Mankato Teachers' Association*, Minnie E. Parker.

MIDDLETOWN, DEL., *New Castle County Teachers' Association*, O. E. McKnight, Secretary.

MILLVILLE, N. J., *South Millville School*, Emma Ford, Principal.

MINNEAPOLIS, MINN., *Augsburg Seminary Library and Faculty*, J. L. Nydahl, Librarian.

MISSOULA, MONT., *The Missoula Grade Teachers' Club*, 169, Aurelia Boles, Secretary.

MONTROSE, COLO., *Montrose Educational Association*, R. R. Brown, Secretary.

NEWARK, N. J., *High School Women's Association*, Flora E. Hook, Secretary-Treasurer; *Kearny Branch of the N. E. A.*, Mabel Kysor, Treasurer.

NEW ORLEANS, LA., *Faculty of Newcomb College*, Pierce Butler, Dean.

NEWTON, IOWA, *Newton Teachers' Association*, Ida Griebeling, Secretary.

NEW YORK, N. Y., *The Staten Island Teachers' Association*. Lucy Lomax, Secretary.

NOBLESVILLE, IND., *Noblesville High School*, A. E. Harbin, Secretary.

NORRISTOWN, PA., *Teachers of Montgomery County, Pennsylvania*, J. Horace Landis, Superintendent.

NORTH ANSON, MAINE, *Western Somerse County Teachers' Association*, Mrs. M. E. Manso, Secretary.

NORTHFIELD, MINN., *Faculty of Carleton College*.

NORWAY, MAINE, *Oxford County Teachers' Association*, Edith M. Knight, Secretary.

NORWICH, N. Y., *Norwich Teachers' Association*, Lillian O. Ford, President.

OBERLIN, OHIO, *Faculty of Oberlin College*. George M. Jones, Secretary.

OIL CITY, PA., *Oil City Teachers' Association*, Maude McC. Morris, Secretary.

PHILADELPHIA, PA., *University Council of Temple University*, Laura H. Carnell, Dean.

PITTSFIELD, MAINE, *Eastern Somerset County Teachers' Association*, Annie M. Fuller, Secretary.

POCATELLO, IDAHO, *Pocatello Education Association*, Pearl Garrison, Secretary; *Southeastern Teachers' Association*, George B. Crawford, Secretary.

ortland, Maine, *Cumberland County Teachers' Association*, Florence M. Dole, Secretary.

ortland, Oregon, *Portland Grade Teachers' Association*, Grace Towslee, Secretary.

ortsmouth, N. H., *Portsmouth Teachers' Association*, Mary L. Griffin, Secretary.

rairie View, Texas, *Prairie View State Normal and Industrial College.*

resque Isle, Maine, *Aroostook County Teachers' Association*, Alice M. Coffin, Secretary.

eading, Pa., *Reading Teachers' Association*, C. Gilbert Hintz, Secretary.

idgefield, Conn., *Ridgefield Teachers' Association*, Grace C. White, Secretary.

ockland, Maine, *Knox County Teachers' Association*, Lena K. Sargent, Secretary.

alisbury, Md., *Wicomico County Teachers' Association*, Alice Toadvine, Secretary.

almon Falls, N. H., *Stafford County Teachers' Association*, Edith M. Austin, Secretary.

alt Lake City, Utah, *Salt Lake Teachers' Association*, Jean MacNeil, Cor. Secretary.

an Francisco, Calif., *San Francisco Grade Teachers' Association*, Dorothy S. Farrell, Secretary.

anta Barbara, Calif., *Santa Barbara City Teachers' Club*, Kate Boyer, Secretary.

helburn, Vt., *Vermont Women Teachers' Club*, Mary M. Deyett, Secretary.

outhwest Harbor, Maine, *Hancock County Teachers' Association*, Nellie B. Michels, Secretary.

pearman, Texas, *Hansford County Teachers Institute*, Nellie Hart, Secretary.

tamford, Conn., *Stamford Teachers' Association*, Harry T. Hart, Treasurer.

tratford, Conn., *Stratford Teachers' Association*, Mary C. Nolan, Secretary.

ummitt, N. J., *Summit Teachers' Association*. Elizabeth F. Harrison, Secretary.

wampscott, Mass., *Swampscott Teachers' Association*, Sarah Bucknaw, Secretary.

ahlequah, Okla., *Northeastern Oklahoma Educational Association*, J. M. Hackler, Treasurer.

oledo, Ohio, *Toledo Teachers' Association*. Lucile Manton, Cor. Secretary.

opeka, Kans., *Kansas State Teachers' Association*, F. L. Pinet, Secretary.

renton, N. J., *New Jersey State Teachers' Association*, S. Ida MacMahon, Treasurer.

niversity, Va., *Virginia State Teachers' Association*, J. T. Fentress, Secretary.

pland, Ind., *Faculty of Taylor University*, George Evans, Business Manager.

aldoboro, Maine, *Lincoln County Teachers' Association*, Agnes I Creamer, Secretary.

arrenton, N. C., *Warren County Local 113, N. C. Teachers' Assembly*, Supt. J. F. Allen, Secretary.

aterville, Maine, *Kennebec County Teachers' Association*, Ada E. Edgecomb, Secretary.

ausau, Wis., *Central Wisconsin Teachers' Association*, I. C. Painter, Secretary.

eehawken, N. J., *Town of Union Teachers' Association*, Margaret D. Kelley, President.

est Orange, N. J., *West Orange Teachers' Association*, Beulah R. Dean, Secretary.

est Springfield, Mass., *West Springfield Teachers' Association*, Grace MacMoran, Secretary.

illiamson, W. Va., *Williamson Teachers'*, Mabel Robinson, Secretary.

ilmington, N. C., *New Hanover County Teachers' Association*, Julia H. Hill, Secretary.

Winston-Salem, N. C., *Winston-Salem City Teachers' Association*, Anna Lula Dobson, Secretary.

Wise, Va., *Wise County Teachers' Association*, J. J. Kelley, Jr., Secretary.

Worland, Wyo., *Wyoming State Teachers' Association*, Supt. E. H. Emmett, Secretary.

Yonkers, N. Y., *Yonkers Teachers' Association*, May B. Archer, Treasurer.

Completed Enrolments

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the January *Journal*:

Alameda, Calif., *Longfellow School*, Alice Orne Hunt, Principal; *Everett School*, Ada Bird, Principal.

Denver Completes Enrolment

THE following telegrams addressed to Secretary Crabtree are eloquent evidence of the professional spirit that animates the Denver schools:

"Denver, Colorado, February 5, 1921.—The Denver Grade Teachers' Association reports 100 per cent membership in the National Education Association of the elementary and junior high school teachers. Drive conducted by the Association, dues forwarded Monday—Amelie D. Irving, Corresponding Secretary; Cora B. Morrison, President."

"Denver, Colorado, February 5, 1921.—Every teacher in Denver member National Education Association.—Jesse H. Newlon, Superintendent."

Altoona, Pa., *Central Grammar School*, W. H. Burd, Principal; *Garfield School*, M. A. Dively, Principal; *Miller School*, M. A. Dively, Principal; *Washington School*, J. J. Hamilton, Principal; *Wright School*, I. S. Wolcott, Principal.

Americus, Ga., *Americus High School*, C. M. Hale, Principal; *East Americus School*, Susie Taylor, Principal; *Furlow Grammar School*, Sarah P. Cobb, Principal; *McKay Hill School*, A. S. Staley, Principal; *Prospect Heights School*, Elizabeth Belcher, Principal.

Ardmore, Okla., *Jefferson School*, George W. Coffman, Principal; *Washington School*, Cornelia E. Washington, Principal.

Bayonne, N. J., *School Number 3*, Florence Moore, Principal; *School Number 4*, Mary J. Donohoe, Principal.

Bridgeton, N. J., *Bank Street School*, Chester Robbins, Secretary, School Faculty; *Irving Avenue School*, Emma M. Westcott, Secretary, I. A. School.

Centerville, Iowa, *Central School; Garfield School*, Mrs. Laura Veach, Principal; *Lincoln School*, E. Lucile Spooner, Principal; *McKinley School*, Sara Ritchel, Principal.

Elwood, Ind., *Central School*, Grace De Hority, Principal; *Edgewood School*, Ruth M. Bennett, Principal; *High School*, Wm. F. Smith, Principal; *Junior High School*, Grace De Hority, Principal; *Linwood School*, Carrie House, Principal; *Osborn School*, Edna I. Miller, Principal; *Washington School*, Mary Leeson, Principal.

Elyria, Ohio, *Elyria Public School*, F. M. Shelton, Superintendent; *Franklin School*, Hattie McCloy, Principal; *Garford School*, Lizzie Hahn, Principal; *Gates School*, Leanna Moore, Principal; *Hamilton School*, Elizabeth Freese, Principal; *High School*, R. P. Vaughn, Principal; *Jefferson School*, Myrtle Halliwell, Principal; *McKinley School*, Mrs. Eleanor Symons, Principal; *Ridge School*, Bertha Philpott, Principal.

Fort Dodge, Iowa, *Carpenter Grade School*, Maud Fretzs, Principal; *Duncombe Grade School*, Mamie Foster, Principal; *Lincoln Grade School*, Jennie Pollock, Principal; *Riverside Grade School*, Minnie Ridenour, Principal.

Hammond, Ind., *Central School*, Jennie Mabbs, Principal.

Harrington, Del., *Harrington Special School District*, Isaac Rissmiller, Superintendent.

Ingram, Pa., *Ingram Public School*, M. A. Steiner, Principal.

Kearny, N. J., *Franklin School*, Mrs. Fannie Shepard, Principal; *Garfield School* E. S. Brady, Principal; *High School*. Albion Hale Brainard, Principal; *Lincoln School*, William E. Ross, Principal; *McKinley School*, John E. Gleason, Principal; *Nathan Hale School*, Edith M. Leadley, Principal; *Supervisory Staff*, Herman Dressel, Jr., Superintendent; *Washington School*, W. M. Broadbent, Principal.

Montclair, N. J., *Spaulding School*, A. S. Knight, Principal.

Norfolk, Va., *Henry Clay School*, Merrill J. Ober, Principal.

Parsons, Kans., *Garfield School; McKinley School.*

Pittsburgh, Pa., *Lee School*, Effie P. Butz, Principal.

Plainfield, N. J., *Stillman School.*

Pontiac, Ill., *Central School*, Elizabeth Dunlap, Principal; *Ladd School*, Eva M. Fristoe, Principal; *Lincoln School*, Verna Fillingham, Principal; *Special Teachers*, G. J. Koons, Superintendent; *Washington School*, Edna Wilson, Principal.

Portland, Oreg., *Scott School*, Ellyn Thelander, Principal.

Quincy, Ill., *Adams School*, Sara Louise Derrick, Principal.

Riverside, Calif., *Lowell School.*

St. Joseph, Mo., *Everett School*, Clara Byrne, Principal; *Krug School*, Gertrude De Vorss, Principal; *Maxwell School*, Della Nash, Principal.

St. Louis, Mo., *Simmons Public Schools*, Richard H. Cole, Principal.

Saginaw, West Side, Mich., *John Moore School*, Richard M. Johnson, Principal.

Salem, W. Va., *Salem High School*, Fred M. Cottrill, Principal.

Santa Barbara, Calif., *Evening High School*, Eldon Ford, Principal; *Franklin School*, Mrs. C. E. Sherman, Principal;

Garfield School, William J. Kircher, Principal; *Junior High School,* Herbert V. Hills, Principal; *Lincoln School,* J. Defray Silvia, Principal; *McKinley School,* Eva L. McPhail, Principal; *Riviera School,* Mylitta M. Morris, Principal; *Washington School,* Emil Lange, Principal; *Wilson School,* Hattie B. Phoenix, Principal.

SOUTH BEND, IND., *Muessel School,* Ella H. Rieman, Principal.

TEMPE, ARIZ., *Tempe Normal School,* A. J. Matthews, President.

TERRIL, IOWA, *Consolidated School of Lloyd Township,* Ruth Featherstone, Principal.

WALLA WALLA, WASH., *Baker School; Green Park School,* Eloise Thomas, Principal.

NOTES *and* ANNOUNCEMENTS

Department of Superintendence Nominations

THE nominations for the various officers of the Department of Superintendence up to the time of going to press are: For *President*—William L. Ettinger, Superintendent City Schools, New York, N. Y.; J. M. Gwinn, Superintendent City Schools, New Orleans, La.; R. G. Jones, Superintendent City Schools, Cleveland, Ohio; John F. Keating, Superintendent City Schools, Pueblo, Colo.; Jesse H. Newlon, Superintendent City Schools, Denver, Colo.; Herbert S. Weet, Superintendent City Schools, Rochester, N. Y.; Charl O. Williams, County Superintendent of Schools, Memphis, Tenn.; John W. Withers, Superintendent City Schools, St. Louis, Mo.; For *Vice-President*—E. C. Broome, Superintendent City Schools, East Orange, N. J.; Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.; For *Second Vice-President*—Frank W. Ballou, Superintendent City Schools, Washington, D. C.; Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.; For *Secretary*—Theda Gildemeister, Winona State Normal School, Winona, Minn.; Belle M. Ryan, Assistant Superintendent City Schools, Omaha, Nebr.

Des Moines Meeting

PLANS are well under way for the 1921 meeting of the National Education Association, which will occur at Des Moines July 4-9. Association head quarters will be at the Hotel Fort De Moines. Persons wishing hotel reservations should apply to Mr. Charles F Pye, 407 Youngerman Building, De Moines, Iowa, who is in charge of thi work for the committee and who will b pleased to furnish a list of the hotel giving the rates for each.

The Commercial Exhibits will b under the direct management of the Association. Requests for reservations o space should be addressed to Mr. R. S Erlandson, Manager, 1201 Sixteent Street Northwest, Washington, D. C.

School Motion Pictures

MOTION PICTURE FILMS o a large number of interestin themes may be had by schools for th cost of transportation, according to a lis sent out by the National Board of Review of Motion Pictures. The list includes such subjects as Making a Ford Road Building, Pineapple Industry i Hawaii, Lumbering, the Story of Oil, score of Canadian scenic pictures, an many others. Copies of the complet list may be had from the National Boar of Review of Moving Pictures, 70 Fift Avenue, New York City.

(*Continued on page* 59)

DEPARTMENT OF SUPERINTENDENCE, 1886-1921

Year	*Place of Meeting*	*President*	*First Vice-President*	*Second Vice-President*	*Secretary*
1921	Atlantic City, N. J.	Calvin N. Kendall	E. A. Smith	J. M. Gwinn	Belle M. Ryan
1920	Cleveland, Ohio	E. U. Graff	D. J. Kelly	H. C. Johnson	Charl O. Williams
1919	Chicago, Ill.	E. C. Hartwell	David B. Corson	J. R. Morgan	Marie Gugle
1918	Atlantic City, N. J.	Thomas E. Finegan	A. A. McDonald	Carlos M. Cole	Lida Lee Tall
1917	Kansas City, Mo.	John D. Shoop	F. L. Keeler	John Dietrich	Margaret T. Maguire
1916	Detroit, Mich.	M. P. Shawkey	Lawton B. Evans	Lucy Wheelock	E. C. Warriner
1915	Cincinnati, Ohio	Henry Snyder	Paul W. Horn	E. C. Warriner	Mrs. Ellor C. Ripley
1914	Richmond, Va.	Ben Blewett	W. E. Ranger	A. S. Cook	Anna E. Logan
1913	Philadelphia, Pa.	Franklin B. Dyer	Samuel Hamilton	Mrs. Ellor C. Ripley	Burr W. Torreyson
1912	St. Louis, Mo.	Charles E. Chadsey	O. J. Kern	H. J. Willingham	Harlan Updegraff
1911	Mobile, Ala.	William M. Davidson	J. A. Shawan	C. G. Schulz	Arthur D. Call
1910	Indianapolis, Ind.	Stratton D. Brooks	Wales C. Martindale	Julia A. Richman	John F. Keating
1909	Chicago, Ill.	W. H. Elson	D. B. Johnson	Ida C. Bender	A. C. Nelson
1908	Washington, D. C.	Frank B. Cooper	Stratton D. Brooks	Ella C. Sullivan	George B. Cook
1907	Chicago, Ill.	W. W. Stetson	H. H. Seerley	R. J. Tighe	J. H. Harris
1906	Louisville, Ky.	John W. Carr	J. H. Phillips	Ida C. Bender	Ella C. Sullivan
1905	Milwaukee, Wis.	Edwin G. Cooley	Lawton B. Evans	J. W. Carr	Evangeline E. Whitne
1904	Atlanta, Ga.	Henry P. Emerson	Edwin B. Cox	John W. Abercrombie	John H. Hinemon
1903	Cincinnati, Ohio	Charles M. Jordan	Clarence F. Carroll	Warren Easton	J. N. Wilkinson
1902	Chicago, Ill.	G. R. Glenn	Henry P. Emerson	F. W. Cooley	John Dietrich
1901	Chicago, Ill.	L. D. Harvey	A. K. Whitcomb	W. F. Slaton	Frank B. Cooper
1900	Chicago, Ill.	A. S. Downing	G. R. Glenn	J. A. Shawan	Charles M. Jordan
1899	Columbus, Ohio	E. H. Mark	G. H. Conley	A. T. Barrett	J. H. Van Sickle
1898	Chattanooga, Tenn.	N. C. Shaeffer	Frank B. Cooper	E. H. Mark	W. L. Steele
1897	Indianapolis, Ind.	C. B. Gilbert	A. B. Blodgett	W. S. Sutton	Lawton B. Evans
1896	Jacksonville, Fla.	L. H. Jones	J. H. Phillips	Charles W. Cole	R. E. Denfeld
1895	Cleveland, Ohio	W. H. Maxwell	O. T. Corson	William F. Fox	James M. Carlisle
1894	Richmond, Va.	D. L. Kiehle	Warren Easton	....	F. Treudley
1893	Boston, Mass.	Edward Brooks	John Bradley	....	J. H. Phillips
1892	Brooklyn, N. Y.	Henry Sabin	V. C. Curtis	Oscar H. Cooper	L. W. Day
1891	Philadelphia, Pa.	Andrew S. Draper	J. A. B. Lovett	E. B. McElroy	L. W. Day
1890	New York, N. Y.	Andrew S. Draper	J. A. B. Lovett	E. B. McElroy	L. W. Day
1889	Nashville, Tenn.	F. M. Campbell	C. C. Davidson	George Luckey	W. R. Thigpen
1888	San Francisco, Calif.	N. C. Dougherty	Henry A. Wise	J. G. Scofield	W. R. Thigpen
1887	Chicago, Ill.	Charles S. Young	N. C. Dougherty	....	Charles C. Davidson
1886	Topeka, Kans.	Warren Easton	A. P. Stone	....	Charles C. Davidson

Playgrounds

RURAL *School Playgrounds and Equipment* is the subject of Teach- s Leaflet, No. 11, which has recently en prepared by K. Cecil Richmond, of awnee County, Kansas, and published the Bureau of Education, Washing- n, D. C. Kinds of equipment, meth- s of financing the school playground, e care of equipment are some of the pics discussed. A short bibliography included.

College and University Salaries

DATA regarding salaries paid in 1919-20 by 401 universities and col- ges have been compiled by the United ates Bureau of Education and pub- hed as Bulletin, 1920, No. 20. The port gives the number of salaries of rious amounts for presidents, deans, ofessors, associate professors, assistant ofessors, instructors, and assistants for e United State as a whole and for each the various institutions which are entified by numbers and grouped under e geographical divisions. The median ary of university and college presi- nts is $6000 for public institutions d $3500 for private institutions.

Volume of Proceedings—1920

THE VOLUME of *Addresses and Proceedings of the National Educa- n Association* is being mailed this onth to all $5 members. During the r years the size of the volume was luced one-third by order of the Gov- nment. The size of the 1920 volume has been kept at the standard maintained during the war because of the high cost of paper. Now that the price of paper is falling the size of the 1921 volume will return to the pre-war standard of 1000 to 1200 pages.

Dr. James Monroe Green

August 29, 1851—November 1, 1920

IN the death of Dr. James M. Green, president of the National Education Association 1900-01, the educational world lost one of its most beloved and capable leaders. Dr. Green was educated in the public schools of New Jersey, the State Normal School at Trenton, and Dickinson College. He taught in the public schools, was principal of the high school, and supervisor of all the schools in the city of Long Branch. In 1881 he was president of the State Teachers' Association. At the age of thirty-eight he was appointed principal of the State Normal and Model Schools at Trenton. In this position he remained twenty-eight years, during which time the enrolment more than doubled and the influence of the schools greatly increased. Thoroughly democratic in feeling, he never forgot that he was the servant of the people. It was his devotion to the cause, and his willingness to spend hours in friendly conversation with those who needed admonition, advice, or encouragement, which endeared him to those who had the good fortune to know him personally.

His desire to see and know the strong men in his chosen calling drew him into the National Education Association in his youth. As early as 1887, he took an active part in the discussions in the Department of Superintendence. He was a regular attendant at the meetings for thirty years. He prepared papers, served on important committees and joined in the discussions. He became a life director in 1892. In 1895 he was chosen president of the Normal School Department. He was elected to the National Council of Education in 1894 and rendered thirteen years of service in that body (1894-1907). In 1900 he was elected president of the National Education Association.

Dr. Green was deeply interested in problems with which the National Education Association has to deal. He had an abiding faith in the far-reaching influence that the Association could exert in shaping public opinion favorable to education. In his address as president in 1901 he said: "We have reached a position that commands the respect not only of our Nation, but of other nations. We may, with courage, undertake the most serious educational problems that present themselves to the minds of men. May our success of the past be but feeble prophecies of the successes that await us in the future."

THIS new building houses a Missouri valley consolidated school. It is the center of the activities and interests of a large rural community. In a score of tes the movement for improved rural schools is gaining headway. Such schools, plemented by an active rural church and by adequate rural libraries—all in rge of trained professional leaders—have it in their power to make rural life h in the great satisfactions necessary to secure a permanent rural civilization.

Educational Research

THE DIRECTORS of the Commonwealth Fund, having become convinced of the importance of encouraging educational research, requested a group of educational leaders to report upon the opportunities in the field and recommend a plan of operation. This Educational Research Conference was held in Atlantic City on October 23, 24 and 25, 1920. It chose to emphasize in its report the following subjects: the problem of school revenues; the evaluation, analysis, measures and standards of accomplishment of school subjects; the field of supervision; and the reorganization of public school systems.

The conference recommended the appointment of a committee to consider and recommend projects for research, and to assume executive responsibility for supervising the carrying on of such researches as might be adopted. It was deemed advisable that this committee also recommend researches to be undertaken by individuals or associations. The directors of the Commonwealth Fund accepted the report and appointed the following committee:

Leonard P. Ayres, Vice-President,

Cleveland Trust Company; Samuel P. Capen, Secretary, American Council on Education, Secretary; Lotus D. Coffman, President, University of Minnesota; Ellwood P. Cubberley, Professor, Stanford University; Charles H. Judd, Director, School of Education, Teachers' College, Columbia University; Paul Monroe, Director, School of Education, Teachers' College, Columbia University; Frank E. Spaulding, Professor, Yale University; Max Farrand, General Director, The Commonwealth Fund, Chairman *ex officio*.

Education for Thrift[1]

MODERN EDUCATION must include thrift instruction if it is to be fully educative. American education is rapidly forsaking a theoretical attitude and is becoming a practical instrument for efficient living. Ability to succeed financially is essential to a well rounded life. A good citizen is first of all self-sustaining. The first civic duty of the individual is self-support and the capacity to save something for his own financial comforts, through which less fortunate individuals may be helped and the community enriched. Instruction in simple economic principles and project practice in thrift are vitally needed in the schools because the prevalent extravagance and waste in American life threaten to undermine the economic independence and civic virtue of American citizenship. Habits of popular saving will create universal capital, develop financial independence, and tend to a more even distribution of wealth.

The school is the most fundamental and logical place through which to disseminate such practical and fundamental knowledge as is necessary to the welfare of all the people. Therefore, we recommend that thrift education be made a part of the course of study in all school systems, and a part of the regular instruction in all schools, either as a separate course, or correlated with kindred subjects. The method of providing this instruction should be left to the State and local school administrations.

We recommend that the field of instruction in thrift be limited to thrift in time, money and material, in order to avoid a duplication of the work now being done through other subjects in the curriculum, or by agencies outside of the school.

We recommend careful instruction in simple economic principles as they pertain to work; production; systematic saving, wise spending and careful investment of money; judicious use of time and materials; a broader understanding of financial institutions and financial practice.

We recommend project practice in thrift as a method of practicalizing the principles which are taught. Project work has demonstrated its efficiency in many lines of education, and is absolutely essential in connection with the teaching of thrift.

Physical Training Creed

COUNTY Superintendent Johnson, of Union County, New Jersey, has distributed the following physical training creed to all the schools in his county:

1.—I believe my body is my house and should be kept clean as long as it is occupied.

2.—I believe my muscles should be kept working smoothly by systematic exercise.

3.—I believe this training develops the will to make the best of myself and to do greater service for others.

4.—I believe daily exercise trains me to feel and to understand the joy in work and play.

5.—I believe in athletics, in taking my part in school contests, in courage, fair play and sportsmanship.

6.—I believe I am growing in manhood and am preparing myself to be an active, intelligent, useful citizen, ready to take my part and to give the other fellow a "square deal."

7.—I believe in playing the game to the end with all my mind, strength, and courage.

We recommend that definite courses in the elementary principles of practical economics be provided in the upper grammar grades, and that a more extended study of practical finance as applied to government fiscal operations, banking, life insurance, and the like, should be given in connection with a regular course in economics in the high school.

As a method of furthering the prac tice of saving money and of applyin the principles of safe investment, schoo savings systems, utilizing Governmen savings securities and savings bank facil ties, should be worked out. It is nc enough that students should merely b encouraged to save money. They shoul be given a practical opportunity in th schools to invest their savings.

We recommend cordial coöperatio with the Savings Division of the Unite States Treasury, the American Banker Association, the Parent-Teachers Asso ciation, and other organizations qualifie to help in this work.

We suggest that the various schoo publishing companies look into this nev subject of education with a view of re casting certain textbooks on civic economics, history, arithmetic, and othe subjects with which thrift educatio may be correlated to include practica material on thrift and the basic prin ciples of economics, and that they con sider the question of preparing suitabl textbooks on these subjects for use c the public schools, if the investigatio and assessment of the publishing house themselves reveal a distinct need fo such texts. In the meantime, materia and suggestions for study already pre pared by the Savings Division of th Treasury Department, the America Bankers Association and similar organi zations are readily available and can b made most useful. Some recent text books on civics and economics also con tain helpful chapters on thrift.

It is the opinion of the committee tha thrift education has come into th American school system to stay; tha henceforth it is not to be sought as mere by-product of educational processe but will take its place with the othe standard subjects in the school as a grea objective of education.

We therefore commend the new thrif education to State superintendents c public instruction and urge its promp adoption by all the State and loca educational systems of the Unite States.

We appeal for this enrichment of th course of study through thrift instruc tion on the ground that it is an im perative educational need and a soun educational policy. If the America school is to prepare its students for th practical responsibilities of life it mus assume the task of teaching the problem of life and of giving the instruction an the experience necessary to fit youn people for the business of living.

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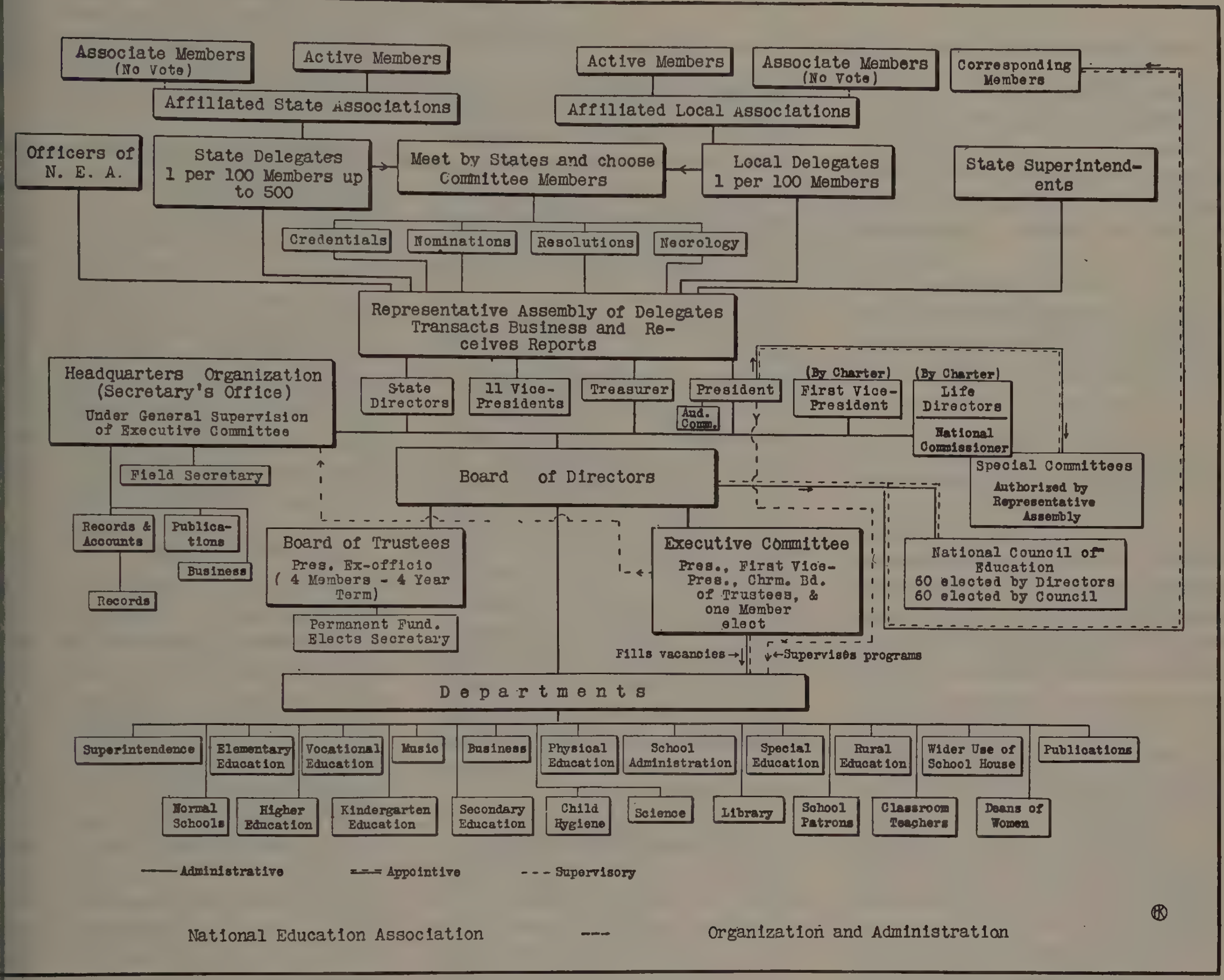
[1] Report of the committee appointed by the Section of State Superintendents of the National Education Association, in its meeting at Salt Lake City. The members of the committee are: Mary C. C. Bradford, chairman; Annie Webb Blanton, Clem Hampton, Thomas E. Finegan, P. E. McClenahan, L. J. Muir, A. O. Thomas.

National Education Association

ORGANIZATION AND ADMINISTRATION


Associate Members (No Vote)
Active Members
Affiliated State Associations
Active Members
Associate Members (No Vote)
Corresponding Members
Affiliated Local Associations
Officers of N. E. A.
State Delegates 1 per 100 Members up to 500
Meet by States and choose Committee Members
Local Delegates 1 per 100 Members
State Superintendents
Credentials
Nominations
Resolutions
Necrology
Representative Assembly of Delegates Transacts Business and Receives Reports
Headquarters Organization (Secretary's Office) Under General Supervision of Executive Committee
State Directors
11 Vice-Presidents
Treasurer
President
Aud. Comm.
(By Charter) First Vice-President
(By Charter) Life Directors
National Commissioner
Special Committees Authorized by Representative Assembly
Field Secretary
Board of Directors
Records & Accounts
Publications
Business
Records
Board of Trustees Pres. Ex-officio (4 Members - 4 Year Term)
Permanent Fund. Elects Secretary
Executive Committee Pres., First Vice-Pres., Chrm. Bd. of Trustees, & one Member elect
National Council of Education 60 elected by Directors 60 elected by Council
Fills vacancies
Supervises programs
Departments
Superintendence
Elementary Education
Vocational Education
Music
Business
Physical Education
School Administration
Special Education
Rural Education
Wider Use of School House
Publications
Normal Schools
Higher Education
Kindergarten Education
Secondary Education
Child Hygiene
Science
Library
School Patrons
Classroom Teachers
Deans of Women
Administrative
Appointive
Supervisory
National Education Association --- Organization and Administration

A N IMPORTANT DEPARTMENT of the National Educa-on Association is the Department of ural Education, organized at the hicago meeting in 1919. Much of e success of this department is due the faithful work of its Secretary, abel Carney, Assistant Professor of ural Education at Columbia Univer-y, and H. A. Allan, State Agent for ural Education, Augusta, Maine.

At the meeting of the Department of perintendence, held February 25–arch 3 in Atlantic City, a compre-nsive program for the Department of ural Education will be given. Sat-day afternoon at the first general ssion, The American Village and Its School will be discussed by C. J. Galpin, Thomas J. Smart, W. S. Deffenbaugh, and Marion Dana. Monday afternoon will be devoted to four section meetings: State Rural Supervisors and Inspectors, County Superintendents and Rural School Supervisors, Persons Engaged in Preparing Teachers for Rural Schools, and Agricultural Educators and Rural Extension Workers. These meetings will be held simultaneously. Tuesday morning and afternoon two general sessions will be held at Haddon Hall on The Democratized Rural School. Wednesday afternoon will be devoted to business, following addresses by James H. Dillard, Charlottesville, Va., and Payson Smith, Boston, Mass.

True Guardians of Democracy

WHENEVER any individual lapses into lawlessness, the good of society demands his apprehension. His failure to restrain himself is the loss of his liberty. The larger the number of individuals who must be restrained by force, the stronger the government must be—lawlessness and crime breed strong government. The larger the number of virtuous, sane and friendly people, so much the less need of overpowering government. In short, our civil liberty enlarges as our social and national morality enlarges; and our liberty diminishes as our capacity for moral self-government diminishes.—*Education* for November, 1920.

EDUCATIONAL OPINION

An Essential of Peace

THERE can be no peace now, we realize, but a common peace in all the world; no prosperity but a general prosperity. But *there can be no common peace and prosperity without common historical ideas.* . . . A sense of history as the common adventure of all mankind is as necessary for peace within as it is for peace between the nations.—H. G. Wells in *The Outline of History.*

The Cause of Crime

A WAVE of crime has swept through many of the cities of this country Mere youths have been apprehended, tried in criminal courts, and sentenced to prison or to death. Law-abiding citizens throughout the land stand in dread amazement, awaiting new outbursts of lawlessness, while many a hardened criminal escapes the penalties of the law. Who is at fault for the waywardness of our youth? This question is raised again and again in all parts of the country, and varying answers are returned. Some good people declare that the schools are at fault because of the laxity of discipline, but that reason is not well founded. The public schools were never more effectively organized than they are today, and the personnel of the teaching force in the cities is efficient, resolute, and alert. It is a sad commentary on the American home to regard it as a source of unrighteous conduct and criminal activity, but therein lies the largest responsibility for the evils that beset us. Neglect of duty, indifferent attitude toward moral obligation, and waywardness, on the part of young people, can be charged to irregular and unsteady control in the home life by parents.—*National School Digest,* January, 1921.

Education for Happiness

EDUCATION should enable all people to share in the great intellectual conquests of humanity. Every citizen, whatever his calling, should know something of the history, literature, science and art of the past and the present. The man who toils with his hands must understand the science of his craft; and the man who toils with his head must value the human need of artisanship.

Along with knowledge must be developed the power to appreciate the subtle aesthetic and ethical joys; the beauty of form, position, color and line; the strength of clean, virtuous conduct, and the peace that comes from giving loving service to the animate and inanimate world.

Out of such knowledge and appreciation must come an understanding of the great issues of life. Man must find his place in nature, and be willing to obey natural law; must enter gladly into the great brotherhood of man and make himself his brother's keeper under righteous law; he must recognize the existence of God and yield himself, in all things, to divine commandments.

So educated, in hand, heart and head, for physical, mental, moral, and spiritual power, our citizenship shall find enduring happiness and our republic a safe and lasting future.—*Utah's Educational Program,* 1920.

On Educational Journals

There are in the United States 650,000 public school teachers. To this number should be added 150,000 members of faculties of various institutions and teachers of private schools, making a total of 800,000. If each teacher in the United States were to read regularly two educational journals the total number of subscriptions would be 1,600,000. What are the facts? The combined circulation of all the educational journals and magazines of the United States will not exceed 600,000 copies. There must then be 500,000 teachers and college professors who are not subscribers to any such publication.

We believe not only every teacher and superintendent should be a regular and consistent reader of from two to five educational publications, but we believe that every community contains men and women whose influence is such as to make it obligatory upon them to familiarize themselves with what is going on in the educational world. We believe that school board members and influential citizens generally who mou the public opinion of the communi should be consistent students of the ed cational problems. The teacher alo can no longer teach the school. Th patrons of the school who are the re leaders of public opinion should joi the ranks of educational readers.—*Th Ohio Teacher.*

Wanted: Costless Improvements

WE HEAR a great deal about th need of money for the improv ment of our schools, and it is the trut that we hear. But are we not som times in danger of forgetting that, wit a given amount of money, some schoo may be much better than others? I other words, do we not need to inquir what ways there are of improving th schools that will not require additiona expenditure of money?—*South Carolin Education,* December 15, 1920.

Beware of Imposters

THE purring lightning-rod agent o the oily-tongued book agent of old are less treacherous and insidious tha are many unauthorized organization which are seeking to work through th public schools. During the war, ther were over two hundred government centers which tried to reach the schools, besides thousands of private agencies.

The government owes it to the school to center its educational activities in big Department of Education workin through the various State departments But boards of education and teachers ow it to the public schools to exclude privat or unauthorized bodies from graftin the schools, carrying on propaganda, o otherwise exerting dangerous influence or taking the valuable time of teacher and pupils.

The Junior Red Cross is an authorized agency which may be admitte profitably into every school. The wa savings work of the Treasury Department is authorized. The patriotic wor of the Grand Army of the Republic Woman's Relief Corps, and Daughter of the American Revolution has receive public sanction, as has that of th Woman's Christian Temperance Union Work directly authorized by the Unite States Commissioner of Education, th State Department, or the county superintendent should be regarded as properl safeguarded.—J. W. SEARSON in *"Th Nebraska Teacher."*

Business Organization for Service

A description by the Secretary of the headquarters' organization through which the National Education Association keeps in direct touch with its growing membership of over sixty thousand and indirectly in touch with the 700,000 teachers of the Nation

THE chart which is attached to this report (published in the March JOURNAL) shows the lace of the headquarters' organization the general administrative scheme of e Association. It also serves to show e all-inclusive makeup of the Associa- ion and the completeness and certainty f its executive control.

While the Charter and the By-laws o not make specific provision for estab- shing departments in the Secretary's fice, the Board of Directors has been signed ample authority for organizing is office into departments and for aking provision for carrying forward e work of the Association. The Execu- ve Committee acts on the authority of e Board of Directors and represents it tween meetings. The Secretary works nder the direction of the Executive ommittee, yet he has certain powers d duties delegated to him by the harter and By-laws.

There are at present four depart- ents in the headquarters' organization: ecords and accounts; Field Secre- ry; Business; and Publications. Some these departments began to assume finite form eight or ten years ago, but ey did not function as separate depart- ents with department heads until dur- g the last few years.

The Department of Records and Ac- unts was formally recognized as a de- rtment in 1917, with Helen T. Hix- n in charge. The department of the eld Secretary was established in 1918 d Hugh S. Magill was placed at its ad. An assistant secretary was elected 1919 and put in charge of the busi- ss of the Association, which may be ken as the date when the Business epartment was created. R. S. Erland- n is head of this department. The epartment of Publications was estab- hed in 1920 with Joy E. Morgan at head.

The Department of Commercial Exhibits, created in 1916 and until the present year in charge of Hoyt and Hall, is now a division of the Business Department. The division of shipping, mailing, and multigraphing in the Business Department is in charge of W. P. Reilly. A division of the Department of Records and Accounts shown in the chart as Records is in charge of Suzanne C. Wright.

The present scheme of organization was definitely planned in 1919. When Major Bengert of Chicago was working out and installing the new system of records and accounts, it was necessary to know the plan of organization for the immediate future. The plan outlined for Major Bengert's information and use is the same organization which is shown in the chart with only one exception. Instead of creating a department of statistics as planned at that time the statistical work has been done in the Field Secretary's department.

THE WORK OUTLINED

Secretary's Office: Secretary, J. W. Crabtree; Assistant to Secretary, Harriet M. Chase; Stenographer, Mary C. Becker; Typists, Martha Duvall, Fredda Buckingham, and other help as required.

The Work: Attending to official and general correspondence; holding frequent conferences with department heads and others, and attending to important matters connected with each department; issuing charters to affiliated associations; issuing certificates to 100 per cent schools; filing correspondence; opening and distributing mail; entering checks and other receipts; directing membership drives; and maintaining general supervision of the work of the Association under the direction of the Executive Committee.

Owing to the close connection between the growth in membership and the financial condition of the Association the Secretary desires to personally direct membership drives and campaigns for State and local affiliations, though much of the work is actually done in other departments. The heads of all departments are in full accord with this policy.

Records and Accounts: Head of Department, Helen T. Hixson, Assistant Treasurer; Head of the Division of Records, Suzanne C. Wright; Assistants, Katherine Swan, Ina Peter, Keith W. Watkins.

The Work: Administering the current funds of the Association in two accounts, one known as the *special account,* used for paying current operating expenses in the Secretary's Office; the other the *regular account,* covering all receipts of the Association; entering the daily receipts on the cash register, and depositing each day in the special or regular account; keeping the books, including the daily cash register, the general cash book, voucher register, journal and ledger; posting accounts through the ledger and making trial balance sheet each month to be sent to the President, Treasurer, Secretary, and Chairman of the Board of Trustees; making up and preparing the bills for audit, drawing checks for payment of bills; managing the registration bureau at the two conventions; closing the books at the end of the fiscal year and compiling the treasurer's report for presentation to the Representative Assembly; receiving and answering correspondence relating to membership dues or accounts, and maintaining a general supervision over the membership records.

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[1] Report of the Secretary to the Executive Committee and Board of Directors of the National Education Association of the United States, Atlantic City, New Jersey, February 25, 1921.

Special Duties of the Recorder and Clerks: Making daily entries of payments on membership dues; changing the addresses on membership cards and plates for the addressograph; making addressograph plates for all new members; running filing cards for membership-record file, alphabetical file, affiliated membership file, and index file of complete membership arranged by cities and States, so that the exact membership from any city or State can be obtained upon short notice; keeping track of necrology list for publication; addressing envelopes or folders for sending out literature and publications; sending out membership cards upon payment of dues; compiling shipping lists for the annual volume of *Addresses and Proceedings;* and work of a similar nature.

EDUCATION THE BASIS OF DEMOCRACY

Henry E. Legler

When Johann Gutenberg in his secret workshop poured the molten metal into the rough matrices he had cut for separate types, the instrument for the spread of democracy was created. When early Cavaliers and Puritans planted the crude beginnings of free public schools, the forces of democracy were multiplied. When half a century ago the first meager beginnings of the public library movement were evolved, democracy was for all time assured. . . . The world was old when typography was invented. Less than five centuries have passed since then, and in this interval—but a brief period in the long history of human endeavor—there has been more enlargement of opportunity for the average man and woman than in all the time that went before. Without the instrumentality of the printed page, without the reproductive processes that give to all the world in myriad tongues the thought of all the centuries, slavery, serfdom, and feudalism would still shackle the millions not so fortunate as to be born to purple and ermine and fine linen. The evolution of the book is therefore the history of the unfoldment of human rights.—From Library Ideals, Open Court Publishing Company, Chicago.

Field Secretary: Head of Department, Hugh S. Magill; Assistants, Anna Somdal, Sally Hill, Elizabeth Arlett, and other help as needed.

The Work: The work of this department as outlined in the resolution creating it is the collection and dissemination of information regarding the condition of education throughout the United States and the promotion of the legislative program of the Association. Time is divided between work in Congress in support of the Educational Bill and in delivering addresses throughout the country before educational gatherings and other civic organizations in promotion of the program of the National Association. The work before chambers of commerce, women's clubs, and similar organizations has been effective in awakening the public to a realization of the importance of education and the need of giving it more adequate support.

The statistical work is in charge of this department. Educational legislation in the States is receiving attention; field work in securing affiliations and new membership is under the direction of the head of this department, and conducted by Sally Hill and Elizabeth Arlett.

Business: Head of Department, R. S. Erlandson, Assistant Secretary; Assistants: W. P. Reilly, Mrs. Harriet Thatcher, Grace Nelson, Margaret Holden, Miss B. Bradford, Mrs. M. Carolyn Summers, Lillian Adams, Mrs. Marie Bossé, Ella Cassell, Mrs. Georgia Alvey, Keith W. Watkins.

The Work: Managing commercial exhibits, including the necessary correspondence with firms, arranging for suitable quarters at the conventions, having booths constructed and supervising the exhibits; securing advertising, including office correspondence, preparing advertising copy for printer, reading and correcting proof; multigraphing, including that of printing letterheads, bills, circular letters, and other work; addressographing, including wrappers each month for the Journal, running off lists of members by States as called for; purchasing supplies for headquarters and for conventions; supervising janitor work and repairs on building; employing help as needed; shipping and mailing Journal, volumes, reports, supplies for use in membership campaigns, etc.; contracting for paper and printing, and managing business affairs at conventions.

Publications: Head of Department, Joy E. Morgan; Editor-in-Chief of Journal, W. C. Bagley; Assistants, Jessie M. Robbins, Mrs. Bertha M. Robbins, and other help as needed.

The Work: Publishing the proceedings, including the assembling of copies of addresses before the N. E. A. and its various departments, their editing, arrangement, proofreading, indexing, with the necessary editorial relations with the printers.

Editing the Journal, including the assembling and editing of copy, the correction of proof, the preparation of the Educational Advance and other material, the arrangement and make-up of matter in each issue, and the like.

Editing and publishing reports and other publications, including a general index of the proceedings, special bulletins, programs for conventions, an press releases; handling the publicit work with the educational press, genera newspapers and general magazines; conducting an information service for supplying with literature and other hel those who are investigating problems o conducting educational campaigns.

Continuance of Plan

The present plan of organization enables a small force to do an enormou amount of work. It groups the worl into four departments, avoiding th duplication of labor and supplies whic would result from a larger number o departments; it requires the Associatio to employ only a limited number of me and women on high salaries, making i possible to hire adequate clerical help.

There is no immediate need of increasing the number of department though it may be necessary to add ne departments or divisions as the Association widens its services to the professio It will be necessary to add to the clerica help as the membership increases and t pay the clerks better salaries on th basis of tenure and increased efficienc

There is a deficit which will doubtle be wiped out by the end of the year, bu which shows the necessity of holding th expenses of the Association down to th minimum. Plans must be made for having a surplus to tide over those perio when the weekly receipts of the offic run low. Therefore from the standpoi of the financial condition of the Association, no new department could safel be created at this time.

There is another reason for not hav

g a large number of departments and top-heavy office force in the Secretary's ffice. The fundamental principle which embodied in the Educational Bill now efore Congress leaving to State and cal agencies important duties and re- ponsibilities is no more necessary and ound for the organization of a Depart- ent of Education than for the organi- ation of the Association's central office. f that principle is carried out few new epartments will be created for some me and no department will assume ver-large proportions.

The observance of this principle ould would mean that much of the im- ortant statistical and field work should e done by State and local agencies. The ational Education Association renders n inspirational and directive service hrough its Field Secretary and a few ssistants. To provide able speakers to each all the people would require three r four times the entire force now em- loyed at headquarters. To do the sta- istical work on a large scale at the cen- ral office would require a still larger orce.

We believe, however, that by securing he coöperation of State and local affili- ted associations, and other agencies, and y encouraging them to do field work nd to make investigations, the central ffice will, by summarizing and using hese results, accomplish as much for the rofession as by attempting to do all this ork itself.

The purpose of this discussion is to et forth the policies and principles hich the Secretary, Field Secretary, ssistant Treasurer, Managing Editor, nd Business Manager have had in mind n the development of the departments in he central office, and to present reasons or adhering to these fundamentals in ormulating plans for the future growth f the Association. And the Association vill grow. Demands for new lines of ervice will be made. Conditions will hange. The central office must foresee hese and be ready in each instance to nake the necessary adjustment. At resent, we believe it best to have only our departments. Later it may be ad- visable to have a greater number of de- artments. The clerical force will necessarily increase as the Association grows and as new demands present themselves. But in adapting the organi- zation to these new needs let it be done in harmony with good policy and sound principle.

We believe that the policies and plans here presented represent the views of the Executive Committee. All has been done under the Committee's direction. We trust the Committee will approve of our effort to increase the efficiency of departments at this time rather than to increase the size of the staff, and that as divisions or departments are to be added, the Committee will give due consideration to the financial condition of the Association, and to the policies and principles to which importance is attached in our Educational Bill.

Physical Education in Sweden[1]

OSWALD HOLMBERG

Captain in the Swedish Army and Physical Director Christianstad High School, Christianstad, Sweden

THE MEANING of the expression "Physical Education is open to misinterpretation, some people being under the impression that its sole object is to develop the physical possibilities of the individual. It means a great deal more than that, however. Physical education has for its object the *physical, mental* and *moral* improvement of a person by means of bodily exercise. In other words, physical education embodies also mental and moral development.

Physical Education in Sweden comprises gymnastics, games, and sports. Gymnastics as practised according to our Swedish System has for its object harmoniously to develop the body with appropriate movements and thus make it strong and supple, at the same time giving the person an erect carriage. By gradually making the movements more difficult of execution it tends to increase confidence, self-reliance, and endurance. Finally the Swedish gymnastics tends to instill in the younger generation a sense of order and discipline, the class being required to execute the commands at a given tempo simultaneously. Thus a solid foundation will be laid to build on when more strenuous games or exercises are to be taken up.

Games, the most natural form of exercise for children, in addition to stimulating their minds and bodies, has for its object, like all ball games, to teach the individual subordination and team work. Sport finally, like gymnastics, has for its object to make the body healthy and strong, and by competition to foster concentration and energy. The most common branches of sport in Sweden are: general athletic sports, sailing, rowing, ice yatching, swimming, fencing, boxing, wrestling, skating, skate-sailing, skiing, horseback riding, lawn tennis, and bicycle riding.

The obligatory teaching of gymnastics in the government controlled schools is arranged thus: The *public schools* have gymnastic lessons, varied with games and sport, three hours a week; the *state schools,* for classes 1–5, four hours per week, for classes 6–9 also four hours, with two hours' fence foiling added per week. The *girls' schools* have four hours of gymnastics per week. It is obligatory to attend the lessons in gymnastics, and no one may be excused except on a doctor's certificate. At the beginning of the term the school physician, in the presence of the gymnastic teacher, examines all the children to determine their fitness. About five per cent are being excused, this being the average for the last ten years. Minor defects may exempt the afflicted boy from certain exercises only, such as jumping or climbing.

The goal which the exponents of physical culture in Sweden have set up is one hour's daily exercise for both boys and girls throughout their stay at school, and if possible, a period of three hours on Saturday afternoons for outdoor games such as running, skating, skiing, and so on. Furthermore, they are striving to require a passing mark in gymnastics for promotion from one grade to another, which would seem reasonable enough, taking into consideration the mental and moral benefits derived therefrom.

Other educational institutions under government control that have obligatory gymnastics in their curriculum are the normal schools. Every teacher, male and female, in the public schools must be competent to teach gymnastics under the supervision of a professionally trained director.

The teachers of gymnastics at the state schools are all professionally trained; the male by a 2–3 year's course at the Royal Gymnastic Central Institute and the female either by a course at that institute or by a course at Arwedson's Institute in Stockholm or the Southern Institute in Lund, both the latter schools being on a par with the Central Institute in so far as authority to license teachers is concerned.

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[1] Captain Holmberg is in the United States for a short period making a special study of physical education. He is attached to the Swedish Legation.

The universities of Sweden have no obligatory course in gymnastics although they have regularly appointed teachers for gymnastics and fencing. Finally, each able-bodied male is given one hour's gymnastics per day during the six months of compulsory military training required, half of which time is spent in various physical exercises. Until lately one year of compulsory military training was required, gymnastic lessons being given daily during six months, and the results obtained as to endurance, skill, and strength were very gratifying indeed.

Voluntary gymnastics, sports and games are under the supervision of the Swedish National Gymnastic Sporting Association regularly subsidized by the government. The National Association distributes this appropriation between the Branch Association (The Gymnastic Association, The Sport Association, and so on), and it forms the highest court of appeal in questions pertaining to the organization and direction of sport.

Every province in Sweden has its society or association representing the different branches of sport, their aim being to spread the cult of physical development among all classes of citizens. They have succeeded in rousing the interest of the local community governments by whom they are granted yearly subsidies. These are used for the establishment of classes in gymnastics, where members are given free lessons, and in some places, are furnished with suitable sport clothes free of charge. These societies are further bending their energies to procure gymnasiums, lay out tracks and playgrounds, and furnish the laborers at the factories physical recreation.

What the exponents of physical culture strive to accomplish is: (1) Introduction of the teaching of hygiene at the state schools. (2) Obligatory daily lessons in gymnastics or other form of exercise of one hour's (45 minutes') duration for all schools and all grades. If the child is occupied 5–6 hours at school, 1–3 hours at home studying, a minimum of one hour's bodily exercise per day seems not unreasonable. Neglect of the body of a growing child may lead to *irreparable* defects, while neglect of studies may easily be remedied later on. (3) Putting the subject physical culture on a par with other subjects taught at school.

A Moral Tale[1]

CONRAD T. LOGAN
State Normal School, Harrisonburg, Virginia

THERE was a shortage of doctors in the community. In almost every family there was sickness. The need for medical attention was imperative.

And lawyers. Many young lawyers had gone into the army. They had not returned to the practice of the law, but had entered banks, had taken insurance agencies, had gone into the real estate business. The few remaining lawyers were pushed with work, and troublesome delays in litigation piled up one on another.

But the wise men of the land knew what to do. It was what had always been done in the teaching profession; it would surely work as well in medicine and in the law.

And so they had the standards of admission to the professions lowered. Men unskilled in the practice of medicine were granted physicians' licenses because of the "doctor shortage"; men ignorant and untrained in the processes of the law were admitted to the bar and undertook litigation in the courts—for there was a "lawyer shortage."

The mortality rate began to increase; the legal tangles in the courts grew intolerable, and justice was known to have fled to a far country.

This was hard for the wise men to understand. They, you see, were products of the schools. Such schools, in the nature of things, therefore, had been efficient.

But certain inexperienced youths were asking questions. "What means this high death rate? Why do sick people so rarely get well? What kind of attention do they get from the doctors?

"Why the legal tangles and snarls over every deed admitted to record, over every will probated, over every criminal on trial? Have the courts ceased to function? Don't the lawyers know their business?"

And these foolish youngsters who had not lived enough years to know the ways of the world said: "Here! Let's forget our prejudices and preconceptions and look at the facts:

"It takes a skilled physician to combat physical ailments; it takes a trained lawyer to conduct our legal business. Don't you agree to that?"

But the wise men of the community said: "My boys, you are wrong—as usual! The doctors and the lawyers are no more important than the teachers. The doctors have to do with our physical condition, the lawyers have to do with our legal and governmental affairs pretty largely, but surely the teachers have to do with the morals and the ideals, the intelligence and efficiency of ourselves and our children. Surely the teachers are more far-reaching in their influence, and more essential to the nation than even the doctors or the lawyers. We must therefore end 'doctor shortages' and 'lawyer shortages' just as we have always ended 'teacher shortages.'"

"But," said the young men—who had such foolish and immature ideas—"Who said it was right to let an untrained person take up the responsibilities of teaching just because there is a 'teacher shortage'?"

Here was the height of silliness, and the wise men could ill keep unruffled exteriors. They exploded. And in proud wrath they hurled upon the foolish youngsters the answer that crushes everything beneath it.

Clearly and distinctly they spoke, enunciating each syllable with a crisp dignity and with infinite patience:

"Teacher shortages have always been met by taking in untrained people. They get experience as they teach. It's *always* been done that way. . . . It's a fixed policy. . . . It's the ONLY WAY. . . . You CAN'T CHANGE THAT!"

MORAL: And sick people kept on dying, and legal tangles kept on getting more complicated, and children kept on growing up poorly prepared for the world that they were to be a part of—until one day some cheerful idiot up and said:

"Folks, I've an idea. Let's require our doctors and our lawyers and our teachers to give evidence of proper training before we let them tinker with our bodies and our governments and our children's souls. And let's admit that in any profession a man must be allowed to make enough money to live comfortably and save something against old age. Let's have high standards for these technical experts to measure up to, and let's also make it worth men's while to measure up. Then we can expect these professions to render the service that we require."

And—would you believe it—the man was hailed as a philosopher, a statesman, a genius, a prophet!

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[1] From the *Virginia Journal of Education*, December, 1920.

The Helping Teacher in New Jersey[1]

RALPH DECKER

Superintendent, Sussex County Schools, Newton, New Jersey

IN 1916 the legislature of New Jersey placed upon its statutes a law which reads like this: "Whenever the commissioner of education shall in his opinion deem it advisable he may appoint a helping teacher to aid and direct the work of the teachers in the schools of two or more districts, and shall fix the salary of such helping teacher at a sum not exceeding $1500 a year, which shall include all traveling expenses; provided that no such appointment shall be effective until it is approved by the State board of education.

"The county superintendent shall apportion annually out of the State school money apportioned to his county the sum of $1500, to remain in the hands of the county collector for each helping teacher so appointed subject to the order of the county superintendent of schools as hereinafter provided.

"The salary of each helping teacher shall be paid in ten equal monthly installments by order issued by the county superintendent drawn on the county collector, and paid out of money apportioned to him for that purpose."

When the legislature passed that law, the most advanced step ever made for rural schools in New Jersey was taken. This statement is made advisedly and n making it the sentiments of our coworkers in rural schools, as well as our own, are included.

The legislature of 1920 by a unanimous vote of both houses amended the aw of 1916 by removing the stipulaion in the amount of salary, placing the amount wholly in the hands of the commissioner of education subject to the approval of the State board of education, voted them the sum of $500 for traveling expenses, and also provided or a bonus not to exceed 30 per cent of their salary for the year 1919.

This concerted action on the part of he legislature is proof that the people f New Jersey have endorsed the helpng-teacher movement, because as a rule egislators know the wishes of their contituents.

The helping teachers in New Jersey re a carefully selected group of genrous-hearted, rural-minded, well-preared, carefully trained, tactful women, with broad vision and considerable practical experience in teaching and in supervising, especially in rural schools—teachers who can read human nature quickly, who know good work and good methods at sight, who know how to secure that kind of work from their teachers, and who are not afraid of long hours of tiresome work.

They are selected by the commissioner of education and not by boards of education and are responsible to and under the direction of the county superintendent with whom they work. They are relieved of all administrative work and responsibility and their whole business is to help teachers, as their title suggests.

The number of helping teachers in a county varies from one to four and the number of teachers they have under their supervision varies from 20 to 50.

With but very few and rare exceptions these helping teachers are welcomed by all our teachers. Naturally we expected some opposition from our older teachers at the beginning. In my own county, for illustration, all the teachers responded heartily but two. One of these we have passed on to another county, and the other still remains. We yet have a ray of hope in her case, and if she lives long enough, and we live long enough, she may be rescued from the rutted slough of contentment and self-satisfaction in which she is floundering at present. Today our oldest teachers are the loudest in their praises for the helping teacher and her work.

The children's reception of her is most gratifying. They look on her as a companion and friend, and hail her visits with delight. A few of our communities were slow to adopt her, but after seeing the results of her work, they, too, are enthusiastic in her support.

The helping teacher has brought inspiration to our teachers, our schools, and our communities. She has led them in one way or another to see the better things within their reach, and now all three are striving in hearty coöperation to accomplish those things. We have been connecting the work of the helping teacher with three factors or agencies. So close is their relation that her work with any one is reflected in the others.

The first factor is the teacher. The object of her work with the teacher is to improve her. This improvement must have three direct objectives: (1) to improve the teacher herself; (2) to improve her work; (3) to improve her school.

In order to improve herself the teacher must be led to see the size of her job and the opportunities and possibilities it offers. She must be led to realize that she is teaching children with the object of having them develop into the highest type of men and women, and that the books and subjects which she teaches are only the tools with which she works. She must be led to inventory her mental equipment and training to see if it fully measures up to the things required of her. She must have a desire to improve herself and the helping teacher must lead the way to summer schools, extension courses, correspondence courses, home study, reading, lectures, institutes, and other places where opportunities for improvement may be found.

Improvement of her work will include daily plans and daily preparation. It will mean changes or improvement in methods. This may be brought about by changing the viewpoint, by demonstration lessons given by the helping teacher, by demonstration lessons in group meetings or by the visitation of a classroom of some particularly strong teacher. Some of our best work along this line has been to gather up the teachers of a community and take them for an afternoon in our cars to see the work of a strong teacher, and to follow their observation work with an hour's round-table discussion. Better drills, better devices, and worth-while busy work also have been fertile fields for helping teacher helpfulness.

Work with the teacher that will improve her school includes assistance in making her program for the day so that it is psychologically arranged to get the best work from both teacher and pupil. It includes organization of the class so as to get the proper consolidation, thus saving as much time and energy as possible. It means assistance in better housekeeping, in preservation of the health of the pupils, by more attention to heating and ventilation and in placing the responsibility for this and many other things upon the pupils, all of which have been sadly neglected in the rural schools in the past.

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[1] An address before the Department of Superintendence, Atlantic City, New Jersey, February 28, 1921.

The second factor is the schools. The results of the helping teacher's work in and for the school are manifold. She has brought to the schools as well as to the teacher a vision of the possibilities within their reach and as a result of the combined work of the helping teacher, the teacher and the pupils, schools have been transformed from dead, inanimate places where work is a compulsion, to live, animated, throbbing workshops where work is a pleasure.

Her work has brought better equipment, which includes more and better textbooks and supplies, seatwork material, magazines, papers, and musical instruments. She has brought renewed interest in contests, both academic and athletic. She has stimulated club work of all kinds, including civics, agricultural, bird, poultry, sewing, and others either carried on under the direct auspices of the school or in connection with some extension Y. M. C. A. or Y. W. C. A. leader.

She has helped in the teaching of the great lesson of thrift so greatly needed by our American people, through assistance in thrift instruction, thrift clubs, and school savings banks. She has vitalized the health work by the formation of health clubs, health inspection, health chores, weight charts, hot lunches, and talks on nutrition. She has helped the attendance by making the school worth while—a school that will appeal to the children. In connection with teachers and pupils school censuses have been taken. She has visited homes relative to poor attendance and banners and pennants have been given for attendance and punctuality.

Standard tests and, in a few instances, intelligence tests have been given, thus helping teachers and pupils to know how their work ranked with other schools and with recognized standards. Had we time, mention might be made of project teaching, socialized recitations, motivation and initiative which she has brought to our schools for the lasting benefit of our pupils.

The third factor is the community. It was here that the helping teacher was most needed. She has touched the people from two angles: indirectly through the children and directly by coming in close contact with them. She has brought the people of the different communities together and organized them into parent-teacher associations, home-and-school associations, or community groups. These groups study the needs of the school and the community and learn the great lesson of coöperation. A whole volume would be necessary to tell of the many ways in which they have made themselves useful and of the many fine things they have done.

The helping teacher has coöperated with churches, granges, farm bureaus, lodges, and other organizations wherever or whenever she could get any interest or support for her work, and the result is that rural communities are shaking off their conservatism and are responding in a most gratifying way.

We must not fail to speak of the play festivals, field days, get-together days, and pageants that have been given by local schools, by all the schools of a district, or by counties, bringing together crowds of people to enjoy a day of sports and other worth-while things.

And now, in conclusion, the helping-teacher movement has brought to the schools of New Jersey a democratic type of supervision; a simplified type of organization and management; an opportunity to teachers for professional growth; it has aroused communities to their duty and their opportunities; it has brought better equipment into our schools; it has changed the status of the teacher, making her a true leader in the community; it has made her more useful to the school and to the community; it offers a good connecting link between the commissioner of education, the county superintendent, and the teacher and community; it has shown what coöperation of all the school forces of the State, county, and locality will do.

We do not offer the helping teacher as the whole solution of the rural-school problem, but her regenerating and revitalizing influence on teachers, schools, and communities has made her a powerful factor, to which let us add all the consolidation and centralization we can and then to these add a more generous financial support on the part of States for rural schools and our problem will be solved.

THE LAND WHERE HATE SHOULD DIE

By Denis A. McCarthy

This is the land where hate should die—
  No feuds of faith, no spleen of race,
No darkly brooding fear should try
  Beneath our flag to find a place.
Lo! every people here has sent
  Its sons to answer freedom's call,
Their lifeblood is the strong cement
  That builds and binds the nation's wall.

This is the land where hate should die—
  Though dear to me my faith and shrine,
I serve my country when I
  Respect the creeds that are not mine.
He little loves his land who'd cast
  Upon his neighbor's word a doubt,
Or cite the wrongs of ages past
  From present rights to bar him out.

This is the land where hate should die—
  This is the land where strife should cease,
Where foul, suspicious fear should fly
  Before the light of love and peace.
Then let us purge from poisoned thought
  That service to the state we give,
And so be worthy as we ought
  Of this great land in which we live.

[From Heart Songs and Home Songs, Little, Brown & Company, 1916]

Americanizing Americans

KENYON L. BUTTERFIELD
President, Massachusetts Agricultural College, Amherst, Massachusetts

IN recent months we have heard much about Americanizing something or somebody—the peace treaty, the stranger within our gates. We are anxious to be known as 100 per cent American. But when we come to apply this splendid idea, we find that we are not all agreed on what Americanism is nor in what the process of Americanization consists. Is it to talk American? to look American? to act American? Of course we know well that it is not. We believe that there are big ideas underlying the word, that America does stand for great things. What are they?

Perhaps, first of all, it might be well for us to consider some of the things that Americanism is not. Surely it is not Americanism to think of ourselves as perfect, to be blind to our own faults as well as to the virtues of other races and peoples, to assume that we cannot improve ourselves and to resent honest criticism.

Americanism is not to think of America only. A nation like an individual must look to its own interests, but if America first means America selfish, or America unmindful of world wrongs, we can hardly call it Americanism.

Nor is it "America over all." Is there danger that the Prussian spirit is growing in our country? I hope not, but what are we going to do with our unexampled power? For instance, what do we propose to do with this huge navy that is under construction? Why do we need it? There is always danger in unrestricted power, even in the case of good men and good nations. But it would not be American, would it, to use that power solely for our own advancement?

Just because so many questions keep coming up and there is often difference of opinion as to what it is to be American, I have the feeling that we ought, first of all, to Americanize ourselves.

But, again, what is Americanism? Is it representative government? Is it efficiency? Is it wonderful scenery? Is it great productivity? These things are all characteristic of America; are they the main things?

I am going to assert that the great thing in Americanism is the leadership of ideals. We call ourselves a practical people. Yes. But no nation can lose its ideals and live. The Pilgrims and Puritans had a great ideal of freedom. The Revolution was fought to establish the great Republic. Webster voiced the great ambition of Americans to make a constitution sufficient for our needs. The Civil War was fought to preserve the Union and to abolish slavery. We did not send 2,000,000 men to Europe merely in self-defense, but in obedience to a great call of world duty. Yes, we have done our great things under the inspiration of great ideals. True Americanism is idealism.

But what are some of these ideals? First of all, there is the recognition of the dignity of each man—not man in the abstract, but of each man as a man. It is the recognition of the sacredness of personality. It is the idea of real equality that every man shall have a chance to become all he is capable of becoming and have all the rights and privileges that are any man's due.

Another ideal is that of coöperation. Our very government is a federation of sovereign States. There have been misunderstandings, even at times divisions, but generally speaking, our government is a government of coöperation. This idea of coöperation is working itself into many activities and is being more and more recognized as real Americanism.

And then there is the ideal of service, that men must be of use to one another, that a fair exchange is not only no robbery, but it is positive helpfulness to both parties; that we cannot prosper if we constantly try to "do" the other fellow—we must do for him.

These various elements all merge into one big ideal—that of a real democracy and always more of it. There are some of our people who apparently do not understand this. They think the question of democracy was settled in 1789 when the constitution was adopted. But a democracy never stands still. There is always room for more of it. There is always a chance to apply it in new ways. It does not belong merely to government. It relates to every phase of life in a complex society.

But what shall we do to Americanize Americans? We must, of course, try to agree on these great ideals and then apply them. How shall we apply them? We must keep human welfare as more sacred than human wealth. This is not to deny the right to property nor the rights of property; but let us beware lest we fail to consider folks more than fortunes. We have great ideals in America, but nevertheless materialism is a great menace to true Americanism. All this means that we must apply the idea of democracy more fully and more freely. We must apply it in the community. The community idea applied in this fashion is the finest possible exhibit of democracy.

We must apply the democratic idea in industry. It is a difficult thing to do perhaps, but we must find a way by which the wage worker has a larger share of real management in industry. On the other hand, he must recognize the limitations to his rights and power, the rights of the public, the rights of the consumer as well as the rights of the capitalist and the employer. There has just been organized in Italy an Industrial Parliament made up of representatives of labor, of capital, of agriculture, and of the public. It is an idea that has wonderful possibilities for ironing out the question "how to apply the democratic idea to modern industrial conditions?" Producers and consumers of food must in some way get together so that each shall see the problems of the other and try to eliminate waste and inefficiency all along the line.

We must apply democracy more fully to the relations between races. We have our problems here in this field—the problem of non-English speaking immigrants, of the negroes, of the Japanese, of the Jews. We must be fair, we must be friendly. We must be democratic or else we will not be American in solving these problems.

We must apply democracy in relations between nations. I can not imagine America permanently holding aloof from the rest of the world and refusing to do its full part in straightening out the world's tangles.

I believe, too, that a part of Americanism is to make religion vital, to build a Christian democracy. Perhaps we may have even an American religion. True Americanism is the ideal of a Christian democracy, applied to all government, to all industry and business, to all social relations, in which every individual, every class, every race, every nation, has its chance through coöperation for both its fullest self-development and its best service to the common welfare.

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[1] Address read before Americanization and Citizenship Conference, Atlantic City, N. J., February 28, 1921.

Organizing the State Association[1]

R. O. Stoops

Superintendent of Schools, Joliet, and N. E. A. State Director for Illinois

THE MOST important institution which American democracy has developed is the American free public school. The future of our children and the welfare of the Republic alike demand the continued maintenance of our schools and their more generous financial support.

This is an era of big business, and public education, from the standpoint of the number of efficient workers and the payrolls involved, ranks high as a great business enterprise. Big business is built upon organization and sound financial support. Although the entire public is supposed to be a sufficient organization to promote school welfare, the individuals constituting the public are so absorbed in their various personal interests that pressing school needs are frequently neglected. The schools, therefore, need an organization whose sole interest is centered in school welfare, first, last, and all the time. This must be a teachers' organization.

Hitherto the great majority of teachers have been denied the ballot and consequently have exerted little political power, a condition now happily past. What group of citizens is more worthy of political power than teachers? Our timidity and self-effacement must give way to confidence and political self-respect. We must assume our rightful political responsibility but *tie our votes solely to the schools.*

We must organize active local units centering in a vigorous State association which shall in turn carry its share of activity in the National Education Association. *We must not affiliate with any other organization whatever,* and accordingly, we must so finance our association as to enable it to stand alone with no other objective than meeting the manifold needs of a rapidly growing public school system.

Never have State and national associations rendered such immediate service to the teaching profession as within the past two or three years. Teachers generally realize that the publicity program of the National Education Association has done much to create public sentiment favoring more liberal appropriations for teachers' salaries. Now is the psychological moment, therefore, to enlist the teachers of this State to support a real State association with an adequate financial and legislative program.

Liberal financial support is the first essential—not a dollar a year, but at least 5 per cent of one month's salary each year. The member of a labor union pays from twelve to thirty dollars a year to his organization. As a result, the labor union commands consideration in the business world. Teachers unorganized are helpless. Fully organized and soundly financed, they, too, may command a respectful hearing.

Last year in the public schools of Illinois there were 35,000 teachers who drew an average salary of $847 for an average school year of 7.7 months. This means an average salary of $110 a month. By means of thorough organization, an energetic campaign, and the active personal interest of county and city superintendents and high school principals, at least 25,000 of these teachers should be enrolled in support of local, State, and national organizations. An average combined annual fee of $5.50 for the three organizations would produce $137,500. Allowing $2 of each fee for the National Education Association and $1 for the local unit, there would be left $2.50 for the State association, or an annual working fund of $62,500. This estimate is not visionary; within the next two years, it can be made a reality by the combined effort of the teachers of Illinois.

The present organization of the State association is based on democratic principles and needs only readjustment and expansion. The executive department of the State association should consist of three coördinate heads, with such salaries and terms of service as will attract and keep the best talent available. We should get and keep real leaders.

First, there should be an inspirational leader and speaker, free from political influence, to devote his full time to field work. He should be a convincing speaker able to carry the story of our educational needs to chambers of commerce, Rotary and Kiwanis clubs, farmers' organizations, women's clubs, and other groups of citizens.

Second, a business manager and political leader is needed to organize and fuse the teaching body and to look after legislation. This man must be an organizer and diplomat, a tactful politica leader. He should spend his time i field work except when the legislatur is in session at Springfield.

Third, a publicity expert is needed t keep teachers informed and the publi awakened to school needs. The schools never have been well advertised. This is a virgin field with wonderful possibilities. Through the *Illinois Teacher,* the Associated Press, and the various educational and secular papers of the State, the needs of the schools should constantly be set forth in attractive and popular form.

These three men should be chosen from the business and professional world by a small board of directors, elected by this association, for a term of five years, one retiring every year. This would give the proper degree of stability and continuity to secure results.

We cannot expect generous support on the part of Illinois teachers unless we can place before them definite objectives which will appeal to them as worth while. Among these should be more liberal provision for pensions, adequate teachers' salaries, longer tenure for teachers and superintendents, and a State teachers' agency furnishing free service to members and maintaining offices at Springfield and Chicago.

The big field of work in a constructive program, I believe, is public finances and school taxation. Tax dodgers of every description will oppose any move to increase school revenues. If properly managed, however, our fight will eventually win the support of all good citizens.

As the active membership in the State

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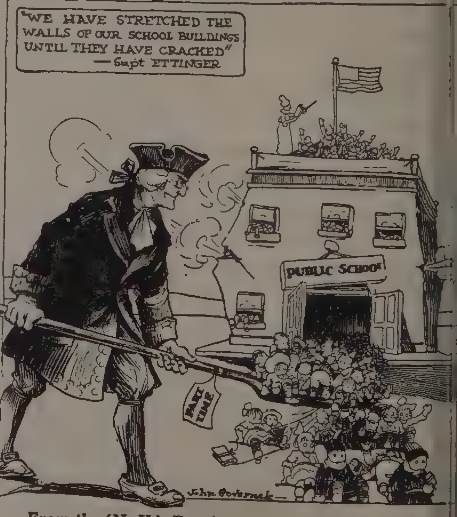
[1] The writer is indebted to former Superintendent W. L. Nida of River Forest, now of San Diego, California, for many of these suggestions.


"WE HAVE STRETCHED THE WALLS OF OUR SCHOOL BUILDINGS UNTIL THEY HAVE CRACKED" —Supt ETTINGER
PUBLIC SCHOOL
PART TIME

From the (N. Y.) Evening Mail.

ssociation increases, there will probably e a tendency on the part of sectional ivisions to become delegate bodies and ie smaller local groups will grow in tive importance.

The biggest task is to develop county nits. No other small unit offers the ssibility of reaching all our teachers. eachers should be called together at ast five times a year for fellowship and spiration. This will involve but little me and expense, for county meetings n be held on Saturdays at the county at and either the State inspirational ader or the business and political ader can occasionally be present.

To do their work properly, the local nits may have to employ paid leader-ip for a part of the time. The big pportunity is to see that school finances e in the hands of the friends of the ublic schools. Teachers must strive to now as much about tax laws and real tate valuations in their communities do bankers.

Summarizing, the plan provides for tive membership in national, State, d local associations on an annual mem-ership fee of 5 per cent of one month's lary—$2 of this to go to the National ducation Association, $1 to the local unty unit, and the rest, averaging 2.50 or more, to the State association. he State association should be under ree active coördinate heads—an in-irational leader and speaker, a business anager and political organizer, and a ublicity man who should be an adver-sing expert. The official program ould include liberal provisions for ensions, adequate teachers' salaries, nger tenure for teachers and superin-ndents, free State teachers' agency rvice and systematic study of finances d taxation.

Proper organization along these lines ould inspire teachers with the con-iousness of membership in a real pro-ssion and should fuse local, State, and ational organizations into an active rce which could command the respect public officials everywhere. The 5,000 teachers of Illinois and the 700,-00 within the Nation could thus hope secure proper financial support and aching conditions to enable them to nder to the boys and girls of America e high type of service which this epublic owes to her future citizens. hus organized the teachers could main-in the higher standards which must go and in hand with increased financial pport and improved teaching condi-ons.

The Greatest Need of the Schools ---Better Teaching[1]

WALTER A. JESSUP
President University of Iowa, Iowa City, Iowa

PUBLIC education today, as in every period of great readjustment, occupies a dominant place in the attention of the world. This is true not only in the United States but in Europe, more especially in France, England, and Germany, where great educational revivals are being experienced. Definite progress is being made in educational organization in England as a result of policies proposed during the heat of the great conflict just passed. More than one hundred thousand students attended German universities last year. European research laboratories report definite programs since the war. The universities of Oxford and Cambridge are crowded to the limit.

In our own country, distinct educational progress has been made not only in national organization as indicated by the passage of the Smith-Hughes law, the insistent agitation in favor of the Smith-Towner bill, but definite advances have been made within the past five years in almost every State in the Union in so far as buildings, salary, equipment, and conditions of teaching are concerned. Periods of great political readjustment have been paralleled by marked changes in public education. The period of the French Revolution was marked by an educational reorganization. The Franco-Prussian War was succeeded by an educational reorganization in France and Germany. During our own Civil War legislation was enacted which established in every State land-grant colleges.

Indeed, this parallel is so close that it might have been possible for any student of educational history to prophesy safely that this great military conflict would be followed by a new educational impetus. Each new conception of citizenship has demanded a new interpretation of the means whereby this new idea of citizenship could be developed. Today as in no previous time in the history of this country, the public is debating the issues of American citizenship and is setting up new standards.

In a country such as ours, with its constitutional guarantees and its statutory provisions, it is peculiarly necessary that the public realize its absolute dependence upon a program of effective public education.

New queries are being raised in regard to the relationship of illiteracy to American achievement, of ignorance to national security, of physical weakness to effective service, of moral training to safe conduct. In no period in our country has there been such clear recognition of the need of public education to safeguard our future. If we are to maintain American civilization it can only be done through a policy of sound public education, taking into account the end to be attained—a wholesome American citizenry.

This emphasis upon the social import of an educational program involves the necessity for a constant scrutiny of the effectiveness of the job.

In recent years this scrutiny and criticism has taken the form of endless surveys, constant attempts at standardization, elaborate development of tests and scales of measuring efficiency, culminating in the examination of millions of men in the selective draft. It is no accident that the so-called scientific movement in educational administration has met with such great favor. The public has been interested in knowing the effectiveness of the teaching job. The professional teacher has been especially critical of the results of teaching. He has been demanding better teaching and seeking means to bring it about. New demands have complicated the issues and multiplied the task.

Whereas formerly, students were from a highly selected group, now America demands that we educate the whole group; whereas in earlier days pupils represented a narrow economic, social, and intellectual level, today the public schools teach children from every economic level, from every social status, from every intellectual level. It is a much more difficult problem to teach *all* of the children than to teach those who want to learn. The earlier school could rest content with furnishing the selected student with an opportunity for learning by hearing classes; now it is necessary to teach with consummate skill if all children are to be given the modicum of training essential to American citizenship.

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[1] An address before the Department of Superintendence, Atlantic City, New Jersey, March 2, 1921.

In the development of our schools we have emphasized different things at different times. At certain periods, the emphasis has been on buildings and equipment; at other times on the curriculum and subject-matter; and again on the time devoted to certain types of educational activity. Educational tests have revealed that results have not been the direct outcome of specific type of buildings, of specific type of curricula, or the specific amount of time spent. Indeed, excellent results have been secured with poor buildings, with poor equipment, with a narrow curriculum, and with a small amount of time. In other words, the factors of education which are easily manipulated and even spectacular in form furnish by no means a reliable index of the outcome of teaching.

With the new emphasis upon universal citizenship, paralleling suffrage for all, comes a renewed consciousness of the importance of reaching *every* child. Every child must remain in educational "quarantine" until there is evidence that the "test is positive," evidence that education has "taken." This can only be done by effective teaching.

We have always been interested in the personality and character of the teacher; we have even stood for a modicum of intellectual attainment on the part of the teacher. However, too little emphasis has been placed upon the technique of the teacher, the skill of the teacher, the facility to get results from the difficult student.

We have had schools of method such as the Quincy method, the inductive method, and the like; yet modern analysis of the results of teaching, together with the analysis of the intellectual processes, are such as to indicate that there is little prospect of our being able to teach all the children of all the people by a single or even a small number of methods. The laboratories have shown that the one constant mental reaction is variation. An apparent single act is made up of a series of lesser acts. We do not have the capacity to remember in general; rather the capacity to remember certain things. The old-fashioned conception of "a good head for mathematics" is now interpreted to mean the control over a thousand intricate habits, skills, and relationships.

"A poor reader" may be poor from a number of causes, such as bad "eye habits," inability to "phrase" properly, lack of "phonetic" ability; vocalization, repetition, substitution, or accent. Diagnostic analysis of unsatisfactory results in arithmetic may reveal difficulties not in addition or subtraction, but in "combination," "carrying," "borrowing," and the like.

My Mother Tongue

Harriette Treadwell

Chicago Public Schools

1. *I believe that my mother tongue is worthy of my admiration, respect, and love.*
2. *I believe that it is possible for me to speak my native language correctly, fluently, and elegantly.*
3. *I believe that this takes time, patience, and care.*
4. *I believe that slang is language in the making and that until it is made, it is not proper for children to use.*
5. *I believe that the use of slang kills one's power to speak fluently.*
6. *I believe that the proper accompaniment to pure, clearly enunciated language is a musical voice.*
7. *I believe this voice can be cultivated for it is everyone's right by inheritance.*
8. *I believe it is possible to live up to this creed.*
9. *I believe it is worth while.*
10. *I believe I'll try it.*

The experimental work in the schools of education and in the progressive school systems of the country furnishes great encouragement. The contribution recently made in diagnostic analysis of difficulties which occur in reading, arithmetic, spelling, writing, and the other fundamental subjects of the curriculum should become a part of the equipment of every teacher in the land.

Specific treatments for specific educational ailments have produced striking results. The earlier experiments of Brown to determine the effect of three minute daily drill in arithmetic as a teaching device produced decided results. Kirby's experiments in a slight modification in the teaching device in habit formation revealed a difference in results. Packer's experiments in Iowa City in geography for a period of six weeks produced a difference in results. Within the past year or two experiments by O'Brien at Illinois, Gray in Chicago, Horn in Iowa, revealed that the modification of teaching technique in the rate of reading produced different results not only in speed but in comprehension. The experiments in Stoughton, Wisconsin with a diagnostic reading clinic produced remarkable results.

If we are to accept the present demands on the part of the public, namely, that the schools are to function in a certain type of citizenship, if we are to recognize that these children come to us representing every variation of social, economic, and intellectual quality, we must recognize that our task centers down to the problem of meeting the child where he is, diagnosing his specific status, and taking him by a process of specific teaching a step toward the goal.

The effectiveness of our service will be determined by our ability to teach, our ability to teach will be conditioned by our skill in analyzing the job to be accomplished,—the status of the child and the end desired,—and modifying our technique in such a way as to accomplish the end.

Modern medicine has come to place great emphasis upon the diagnostic clinic with facilities for analyzing each detail of the patient's case. In a similar way education is developing the same attitude toward the problem of ignorance. No teacher can afford to be ignorant of this great experimental movement of the present time in the schools of education and progressive school systems throughout the country. Experimental education is making a direct contribution to the field of teaching. In current professional literature ample reports of many of these experiments are available; the recent year-books of the National Society for the Study of Education furnish excellent material.

The greatest single need in public education is better teaching. This can best be secured and the public faith in education justified only by recognizing the importance of even slight variations in teaching technique.

The Ideal Teacher[1]

LIVINGSTON C. LORD
President, Eastern Illinois State Normal School, Charleston, Illinois

THERE has been great glorification of education, of the public schools, and of the teacher's calling; but there has been some suspicion that those who spoke the word lacked a little in sincerity and seriousness and had not the fullest belief in their own utterances. But in recent months, barely years, a high degree of earnestness and seriousness has characterized such words, and pulpit, platform, daily paper, and monthly magazine have as never before emphasized the need of education and hence the need of good teaching.

The war has been a large, but not the only factor responsible for this change. One may safely predict that but a few decades will pass before comparison between the sums men are willing to pay for the training of their colts and for the teaching of their children will cease to be made, and one also may predict with confidence that such sums will be spent for education as will attract better talent to the teacher's calling—not, as somebody says, to reward virtue, but to attract virtue. However, it is not to be expected and ought not to be expected that distinguished success in education will reap the same money reward that comes to distinguished success in surgery, law, or business.

Much thought has been given in these last few decades to organization, administration, and to the preparing of teachers. School work must be done in properly lighted, heated, and ventilated rooms; apparatus and books must be provided; the right subjects of instruction must be selected; and a good organization, not too loose, not too rigid, is necessary with a proper person at its head. Then things are ready for the teacher and the boys and girls—for the *ideal* teacher.

What are his qualities? He must be intelligent, of course. I once heard a college president say, "We can endure ignorance and dullness in the schoolroom, but not the teacher who whips and scolds." We can endure neither, but if we must endure either we must not and cannot endure ignorance and dullness. Because one may know and cannot teach, it is sometimes assumed that one can teach who does not know. These agnostics behind the teacher's desk who know nothing and who never will know anything are the only agnostics that ever did or ever will do much harm. The ideal teacher sees clearly and face to face, and not through a glass darkly.

In character, he must be truthful with a passion for getting things right—one of integrity of mind, of wholeness and wholesomeness of mind. His is the single eye, the directness and simplicity which gives the character a charm and winsomeness as beautiful as it is rare and as rare as it is beautiful. He must be courageous to say, "I don't know," or "I was unjust," not lacking the heart to do his duty when such duty is unpleasant, with strength of purpose and will, not only one who can, but who will—not soft nor hard-boiled.

He must have acquired good manners, a habit of personal tidiness. He must have had opportunity to get knowledge and culture and possess the evidences of such opportunity in his diploma and degree.

The meager equipments of a few generations back are today no more to be considered than an ox team is to be considered a proper means of transportation, although it was once as good as was to be had. In fact, the ideal teacher is to be an educated person. Let the President of Columbia University state five of the evidences of an educated person. First, correctness and precision in the use of the mother tongue; second, gentle manners; third, the habit of reflection; fourth, power of growth; fifth, power to do. Let William James add "the ability to suspend belief in the midst of emotionally conflicting ideas." The educated man does not boil at a low temperature nor blow up at a spark.

What activities characterize the ideal teacher in the classroom? Again abundant knowledge of what he is to teach—a very important part of his professional equipment. He creates, or at least does not destroy, a good spirit in the classroom. He knows that the field is new to the pupil and that everybody blunders and stumbles in a strange field. He is quick in discovering error, simple and direct in pointing it out, and skillful in correcting it.

He leads students to see what is true is the thing to be established, not who is right. He strives for clearness and does not mistake muddiness for profundity. He knows when to be a mediator, and when to keep out of the way and let the pupil come into immediate contact with what is to be learned. He knows that the verb, to teach, takes in English, as in Latin, two accusatives, and that such utterances as we sometimes hear—"I don't teach the subject; I teach the boy"—are ridiculous and absurd.

He knows that the student's good time consists in acquiring knowledge and skill and strength, and not in amusement, listening to weak jokes and silly stories. He knows that the serious but enjoyable business of learning is not attended with much laughter. He knows the use of illustration and is not like the speaker who found his illustrations first and the things to be illustrated afterwards. He knows that knowledge must be acquired now and then painfully, but usually with pleasure—that knowledge is power—potential—and he knows also that knowledge must be converted into what is quite other than the raw material of knowledge. As iron ore is converted into shining steel, knowledge is converted into opinion and culture.

The ideal teacher knows that relative interests and relative values are not necessarily the same; he knows that the recently lost or about to be lost, as well as the recently found, are all of great interest, but not necessarily of great value. We all have spent a half dollar's worth of time trying to fish a nickel out of a crack in the sidewalk, and shall very properly continue to do so; but nobody thinks a nickel is worth fifty cents. And the ideal teacher will not think that because the dunce and the scalawag greatly excite his interest and very properly take much of his time and attention, these are of more value than the others.

The ideal teacher does not bore his classes. The writer has seen a third-grade class in arithmetic work hard for fifty minutes with a high degree of concentration, and when told by the teacher that they had been working hard and now might do what they liked, almost unanimously and eagerly say, "Give us some more problems." With a poor teacher they would have been sick of the whole thing in less than fifteen minutes.

The ideal teacher knows well the

(*Concluded on page* 86)

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[1] An address before the Department of Superintendence of the National Education Association, Atlantic City, New Jersey, February 28, 1921.

The Journal of the National Education Association

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Fred M. Hunter, *President* — J. W. Crabtree, *Secretary*

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

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Department of Superintendence Restricts Its Membership

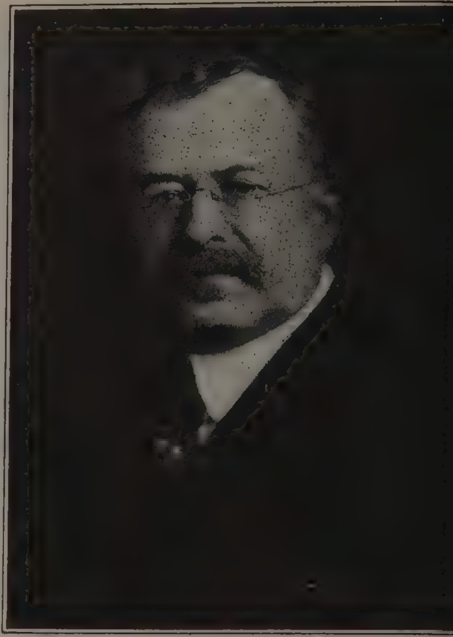
THE ATLANTIC CITY MEETING was made memorable by the decision of the Department of Superintendence to restrict its membership to the administrative heads of State, county and city school systems, together with certain other administrative officers in these systems and in the educational system of the Federal Government. The Department heretofore has been opened to all members of the National Education Association. As a result, the winter meeting has become a great forum of educational discussion and debate. Its deliberations and decisions, representing the views of all interested in administrative and supervisory problems, have had a profound influence upon educational development. An increasing number of other organizations—nearly fifty this year—have come to hold their annual meetings at the same time and in the same place, but the Department's sessions have been the central feature of the conference.

This unique forum has developed disadvantages. The sessions have come to be so largely attended as to preclude discussion from the floor. Programs have come to deal more and more largely with questions of educational policy and development, leaving to the more specific problems of the superintendent a decreasing proportion of time and attention. The speakers have often represented interests other than those of school administration and supervision. For these and other reasons, the members of the Department decided to return to a simpler plan and a smaller organization.

The action of the Department in restricting its membership has made it necessary for the National Association to provide a meeting which shall include all departments and allied associations in order to conserve the unity of the profession and secure advantages which can come only from a meeting in which all phases of education shall be represented. This meeting must be held at such time and under such conditions as will be most convenient to all concerned. In order to meet this situation, the Board of Directors and Executive Committee decided to call a conference of representatives of all the different departments of the Association, and of allied associations, to be held at the annual meeting of the National Association in Des Moines during the first week of July. An announcement of this conference was made by President Hunter of the National Association a the closing session of the Department o Superintendence.

It is confidently expected that thi conference will work out a satisfactory solution of the problem and that arrangements will be made for holding annually a great, all-inclusive meeting of the educational forces of the country

SENATOR HOKE SMITH, of Georgia, who introduced the educational bill in the Senate, and who was its enthusiastic supporter in the Sixty-fifth and Sixty-sixth Congresses. Friends of education deeply regret that Senator Smith will not be a member of the Sixty-seventh Congress.



CONGRESSMAN HORACE MANN TOWNER, of Iowa who introduced the educational bill i the Sixty-sixth Congress, and who wil reintroduce it at the beginning of th special session of the Sixty-seventh Congress. Judge Towner has ably supported this measure and is an arden friend of public education.

Present Status of Educational Bill

THE SMITH-TOWNER BILL was reported favorably by the Committees on Education of both House and Senate in the face of determined opposition. Largely because of this opposition, the bill has received the wides publicity ever given to an educationa measure. It has indeed become a national issue.

The bill has been carefully revise for reintroduction in the Sixty-seventh Congress. Although its fundamenta purposes remain unchanged the phraseology has been so altered as to expres in the clearest possible language th prevention of centralization and th preservation of State and local contro of education. A special provision o he revised bill declares that *this Act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States n the conduct and management of their respective school systems.* Every provision of the bill is made to conform o this principle.

The revised bill will be reintroduced n the House by Congressman Towner n the opening day of the special session f the new Congress. The friends of ducation deeply regret that Senator Hoke Smith is no longer a member of he Senate. He has been an able and fearless champion of this bill, and of he cause of education generally. But his measure will not lack friends in the Senate, and will be introduced by one willing to give it whole-hearted support.

A vigorous campaign in support of this measure will begin at the opening of the special session of Congress and will continue until the bill is passed. The outlook is encouraging. Many who formerly opposed the bill because of a misunderstanding of its provisions have recently come out in favor of it. Its supporters are the sincere friends of the free public schools. The bill is in no wise unfriendly to private schools, and merits the support of all friends of education.

There is no reason to be discouraged because of the ill-founded attacks that have been made upon the bill. Opposition no less violent has been arrayed against every movement for the development of free public education. The victories which have been won in the past should give courage and confidence to the supporters of this cause.

EDUCATIONAL ADVANCE

Legislation for Kindergartens

ACCORDING to the National Kindergarten Association, the following States are working for legislation which makes it compulsory for school officials to establish kindergartens where a reasonable number of parents petition for them: Connecticut, Delaware, Georgia, Illinois, Iowa, Kansas, Missouri, New Jersey, New York, Ohio, Pennsylvania, Tennessee, Utah, Virginia, West Virginia, Wisconsin.

Alabama—Thirty-six counties are doing Modern Health Crusade work. In Pickens county, the work has even been made compulsory. Last year 55,000 children were enrolled in this great health army; more than double that number is the goal set for 1920-21. The children carry home on their report cards grades on health, and entire families become interested in the project.

Connecticut—It is proposed that every rural town in Connecticut send a student to a State normal school. This student will be allowed a scholarship of $300 and will have to teach three years in a town similar to the one from which he is sent to the normal school.

The average grade teacher's salary in Stamford as given in the report of the Chamber of Commerce committee is $1249. Under the new scale which has been planned for next year it will be $1325 to $1350, according to a letter from Superintendent Frederick S. Camp.

District of Columbia—The one-story school building is approved by Superintendent F. W. Ballou for future construction of school buildings in Washington. It simplifies school administration, so important in lower grades. It is most suitable for fire prevention.

Florida—The University of Florida has increased the number of persons receiving instruction seven times during the past twelve months. This has been made possible by offering extension courses through a new general extension division, enrolling 5804 students. Students were enrolled in correspondence courses from every county in the State and from nineteen other States and foreign countries.

Mr. B. C. Riley, who first organized the work in the field for the extension division of the University of Indiana in 1914, who left Indiana to enter agricultural extension work in Arkansas, and who later organized and became the first director of the general extension division in that State, is the director of the new Florida general extension division, which represents all State institutions of higher learning.

Georgia—The Georgia Illiteracy Commission is planning to renew the work of the past year in wiping out illiteracy in Georgia. About one-fourth of the 80,000 white illiterates above ten years of age have been taught to read and write.

The Georgia Educational Association will hold its annual meeting May 5 and 6 at Atlanta. School boards are requested by the State superintendent to close their schools that all teachers may attend. The program of Georgia Educational Week will include a public session of the Assembly of Georgia Colleges, a parent-teachers association convention, annual meeting of the county school superintendents, an educational pageant, and a school exhibit on an extensive scale. Chancellor Kirkland of Vanderbilt University and former Senator Hoke Smith will speak.

Kansas—The Kansas State Normal School at Emporia has a student loan fund of over $3000. The loans are from $25 to $150 for one year at 6 per cent interest. For security the student receiving such loan must have the signature of some reliable property owner. In the past eight years 400 students have availed themselves of this opportunity, and no student has failed to repay the money borrowed.

Massachusetts—Several important bills are before the present session of the Massachusetts legislature. These bills would authorize the Department of Education to grant degrees in education; distribute a portion of the income tax and of the Massachusetts fund for the purpose of improving the public schools; increase the minimum salary for teachers from $550 to $800; establish special day classes for instruction of the deaf; require compulsory attendance for children between fourteen and sixteen until they have passed the sixth grade in the town in which they reside; provide State aid for high school transportation in towns of less than 500 families; maintain continuation schools, and aid free public libraries in small towns and libraries in State institutions.

Minnesota—A revision of the State Aid Law in Minnesota provides for the maintenance of a county library giving service to all schools in the county and receiving State aid to the extent of one-half of the salaries and one-half of cost of books purchased with certain maximum limitations on each. In addition to this provision for county library service, any school district employing a full-time librarian for the entire school system, or any school district whose high-school enrolment is less than 200 pupils and which employs a half-time librarian for the entire school system may receive one-third of the salary of either a full or a half-time librarian with certain maximum restrictions.

A bill for part-time education has been drafted. It provides for learning and earning at the same time. All youths in good health between 14 and 18 who are working must attend school at least four hours a week.

Missouri—A bill appropriating $3,000,000 to the schools is now being considered by the legislature. If this bill passes, twelve to sixteen million dollars of school funds will be available for the public schools.

The county-unit bill is under consideration by committees on education. This system appears to be the solution of the rural school problem. The New England States have a peculiar type of the township system; twenty States have a compulsory county unit system; two have an optional county unit system; five have a township system; three have both a township and district system; the remaining twelve States have the small district system. The States that have changed from a small district to the county unit system are thoroughly satisfied with the change.

Montana—The State Teachers Association proposes an income tax law for getting additional school funds. Exorbitant special levies now found in some Montana districts will cease when the State contributes as much per child as does California, Utah, or Washington. Over 140 school districts in Montana had no special levy in 1919-1920, but 59 districts had more than 20 mills, one going as high as 40 mills special levy.

Nebraska—The Nebraska State Teachers Association is now on a representative basis which allows all teachers in the State a voice in the proceedings through delegates chosen by the local associations. The new plan provides for six district meetings and one general meeting. The delegate meeting is held in connection with the general meeting. The present officers are J. H. Beveridge, superintendent Omaha schools, president; W. H. Morton, superintendent Fairbury schools, vice-president; J. F. Mathews, principal Grand Island high school, treasurer.

New Mexico—The legislature of New Mexico has appropriated $6000 a year for a Child Welfare Board, under the administration of the Department of Education, one member of the Board to be the State Superintendent of Public Instruction. This board can accept Federal aid and is pledged to coöperate with the Federal departments, the State Board of Health, Girls' Welfare Board, and all voluntary organizations dealing with child betterment. The numerous aims of the Child Welfare Service include mothers' classes in infant and child care, home visiting, assistance in the control of truancy, and the education of the community in the value of play.

New York—The New York City Principals' Association has worked out and submitted to the Board of Superintendents a form for reporting the work of teachers which emphasizes the constructive and positive side of the teacher's personality and service. Teachers are rated on (1) personal attributes, including voice, cheerfulness, and courtesy; (2) on effectiveness in routine; (3) on success in discipline, including character building; (4) on the quality of instruction; and (5) on professional attitude, including coöperation, loyalty, and self-improvement. Special excellence in teaching various branches of the curriculum is also recorded.

North Carolina—The biennial report of L. C. Brogden, State Supervisor of Rural Elementary Schools, shows that during 1915-1920 North Carolina eliminated more than 1000 one-teacher schools through consolidation of districts; increased the number of its three-teacher consolidated schools to 380; increased the number of its four-teacher consolidated schools to 117; increased the number of its six-teacher consolidated schools to 128; increased the number of auto-trucks for the transportation of pupils from six to 247; increased the number of children transported to larger schools from 150 to 7936, twelve counties alone transporting 4802 pupils.

Pennsylvania—The January number of the *Pennsylvania School Journal* contains the constitution and by-laws adopted by the Pennsylvania State Education Association. Any person interested in education may become an associate member on payment of $1 annual dues; anyone actively engaged in educational work, an active member on payment of $1 annual dues; any active member may become a life member by paying the sum of $10.

Local branches will consist of legally constituted teachers' institutes and normal schools and colleges having twenty members or more on their faculties. Each of these local branches as well as each department of the association and the State Department of Public Instruction is entitled to one delegate to the central meeting of the association for every 100 members. The business of the association is to be transacted by the House of Delegates composed of the delegates elected by the local branches.

Two standing committees, a committee on resolutions and a committee on legislation shall be elected for a term of two years. Nine departments are authorized as follows: County superintendents, district superintendence, college and teacher training school, high school, graded school, rural school, vocational education and practical arts, music, and supervising principals.

James H. Kelley, Head of the Extension Division of the University of Pittsburgh, was elected as the first executive secretary for a period of six years. His duties include keeping a record of the proceedings of the executive council and the house of delegates of the association; serving as a member and acting as the secretary of the committee on legislation; registering the names of all members of the association; keeping proper account books; collecting all fees and moneys and depositing the same with the treasurer; drawing vouchers on the treasurer when signed by the president; carrying on investigations of conditions affecting the welfare of the teachers and the schools; preparing for publication such proceedings of the annual meetings of the association and its departments as deemed advisable by the executive council and distributing the same to the members of the association; editing the State educational journal, which supersedes the *Pennsylvania School Journal,* one of the two oldest educational journals in the United States; and serving as general manager of the association under the direction of the executive council.

South Dakota—A modern consolidated school building has just been erected at Orland at a cost of $88,000.

This school building is in the heart of a rich farming region, eleven miles southwest of Madison in Orland township, Lake County. It is a two-story brick structure with basement containing gymnasium, balcony, shower baths, fully equipped manual training and domestic science rooms. On the second floor there are in addition to the usual classrooms two teachers' restrooms, a library, and an auditorium 30 by 72 feet, with stage, balcony, and motion-picture booth.

Texas—Recent progressive legislation for Texas schools includes an increase of the State apportionment of schools from $7.50 to $14.50, an amendment of the maximum salary law; a revision of salary schedules for county superintendents, granting increases of 25 to 66 2/3 per cent; passage of a free textbook law, a statistics law, a law requiring that men and women teachers shall receive equal pay for equal work, and an emergency transfer law providing, in case of disasters, for the transfer of school funds from one county to another.

West Virginia—Need of equalization of educational opportunities and taxation in West Virginia was emphasized by the Federal Commissioner of Education, who addressed a joint session of the senate and house of delegates at the regional citizens' conference on education held at Charleston, January 24. Some townships pay ten times as much for schools as do others; school terms are not of uniform length; an actual shortage of teachers exists and 1500 teachers now practising are not qualified.

The West Virginia State Education Association elected the following officers for 1921: Walter Barnes, Fairmont Normal School, president; Bess J. Anderson, Parkersburg High School, vice-president; W. C. Cook, superintendent of McDowell county schools, member of the executive committee. The Association passed resolutions approving affiliation with the National Education Association, passage of the Smith-Towner bill, more adequate State aid for vocational education by the legislature matching West Virginia's allotment under the Federal Vocational Education Act; increased Federal support for vocational training in home economics; State aid to a sufficient number of high schools to train teachers to supply the rural schools; a direct State tax; the movement of the West Virginia Mental Hygiene Commission in behalf of the feeble-minded; and the peace program of the Junior Department of the American Red Cross.

Walter Barnes, the new president, in an open letter to the members of the State association urged a campaign for improving the educational situation, whereby better school laws would be secured, more money for the schools appropriated, and more effective means of increasing school revenues be found. In addition to this he urges the establishment of a magazine as official organ of the association and an enrolment of all teachers.

Resolutions of the Department of Superintendence

The following resolutions were adopted Thursday, March 3, 1921, at the Atlantic City meeting of the Department of Superintendence:

President Kendall—To Commissioner Calvin N. Kendall, president of the Department, we extend our hearty congratulations on the complete success of this convention. The notable professional and inspirational character of the whole program bespeaks the high ideals and the superb professional leadership of Dr. Kendall. His enforced absence from these meetings has occasioned extreme regret, but we most sincerely wish for him an early return to active duty.

Supply of Trained Teachers—Recognizing the fact that half the children in the public schools are now being taught by teachers of limited education, with little or no professional training, and without adequate educational vision and ideals, and recognizing the further fact that the value of the instruction and training of the children depends upon classroom teaching, we believe that it is of supreme importance to secure as speedily as possible for every schoolroom in the United States a competent, well-trained teacher in hearty sympathy with American ideals. To this end we urge the following measures:

First, that all possible means be provided and every legitimate encouragement be given to have teachers already in the service extend and improve their educational equipment and professional training.

Second, that colleges and universities be urged to devote particular attention toward encouraging many of their abler students to enter professional courses in education both for the inherent value of these courses as preparatory for life and also for the possibilities of such students being developed into teachers.

Third, that in public high schools and in all other directions, teaching be presented as an opportunity for patriotic service in a time of crisis and that the many desirable and laudable features of teaching as a vocation be clearly shown and properly emphasized in order that ambitious and gifted young men and women may elect teaching as a life career.

We hold that in this movement for the more adequate preparation both of students in training and of teachers already in service the minimum standard of preparation for the elementary school teacher shall be two years beyond graduation from a standard secondary school and that the minimum standard of preparation for high-school teachers shall be four years of such preparation.

We further believe in order to encourage and stimulate higher preparation and to give dignity and desirability to such advanced professional attainment that preparation beyond the minimum requirement when coupled with superior teaching ability should be recognized with added increments of salary increase.

Lengthened School Year—We commend the growing tendency to lengthen the school year by adding to the traditional nine to ten months' term an extra session or summer quarter of additional educational opportunities so as to produce in the aggregate an offering of forty-eight weeks of schooling. This plan facilitates the maintenance of a nation-wide school year of at least 180 school days with encouragement everywhere to lengthen the year to 240 school days for those pupils who will find attendance through the extra quarter advantageous.

Control of School Funds—We insist that it is of paramount importance for the successful administration of public education that all boards of education shall have independent and complete control of all their school finances.

Increased Financial Support for Enlarged School Programs—We observe with satisfaction the increased financial support for public education in the past year, especially in the form of additional State aid toward the Statewide equalization of educational opportunity so that rural communities may have educational advantages fairly comparable with those offered in the cities. Nevertheless if the present program of public education is to be successfully developed and if in addition a more nearly adequate program is to be provided, then fully commensurate financial provisions for public education must be made in all local and State budgets for the public schools.

Federal Education Bill—We reindorse the principles of the Smith-Towner education bill which has been reported favorably by both the House of Representatives and the Senate. We believe administrative procedure requires that many of the educational agencies now uncoördinated in the National Government be organized in a single executive department and we maintain that the dignity of the profession be recognized by placing the head of that department in the Cabinet of the President.

We hold that long established practice of the Federal Government in providing aid to education within the States should be continued, and that the authorization of an appropriation by the Smith-Towner bill for the removal of illiteracy, for the Americanization of the foreign-born, and for the equalization of educational opportunities are not only necessary in the present crisis but are also completely in accord with our most securely established American practice. We call especial attention to the fact that the bill expressly provides that the organization, administration and supervision of the schools, aided by the provision of the act, shall be exercised exclusively by the legally constituted State and local educational authorities.

Committee on Resolutions—The following are the members of the committee:

Henry S. West, superintendent city schools, Baltimore, Md., chairman;

Frank W. Ballou, superintendent city schools, Washington, D. C.;

Ira I. Cammack, superintendent city schools, Kansas City, Mo.;

Carleton B. Gibson, superintendent city schools, Savannah, Ga.;

Milton C. Potter, superintendent city schools, Milwaukee, Wis.;

George D. Strayer, professor of educational administration, Teachers College, Columbia University, New York, N. Y.

Accomplishments of the Department of Superintendence

J. W. Searson

Professor of English, Kansas State Agricultural College, Manhattan, Kansas

MORE TIME than ever before was spent in reporting accomplishments in education. While educational theory was not slighted, the keenest interest of the delegates was clearly in the tests of theory as applied in educational practice.

For the first time, there was unanimous recognition of the importance of a closer contact between educators and the public and the tacit acceptance by the educators of their obligation to secure public sanction of important new movements in education.

A clear conviction that public education in elementary and secondary schools is a necessary preparation for efficient American citizenship, was very definitely formed. Likewise it was agreed that every subject in the curriculum should be so taught as definitely to contribute to citizenship training.

Throughout all sessions the clear note was sounded that vocational guidance should not be taught as a thing apart but in connection with all the subjects of the curriculum through properly organized courses of study and definite programs of procedure.

For the first time, there was a unanimous and very distinctive recognition of the common interests of superintendents, principals, and classroom teachers in their efforts to serve the public.

The pendulum swung clearly to the side of elective as against appointive boards of education and the complete separation of school budgets from other city budgets was generally demanded.

A minimum professional preparation for all teachers in public and in private schools was insisted upon and that minimum generally defined as two years of professional training, following graduation from a four-year high school.

There was everywhere a marked reaction against mere sliding salary scales and an insistent demand for usable standards by which to rate teachers fairly and to compensate them according to merit.

A most significant feature of all the sessions was the ready recognition of the need to use properly safeguarded technical tests and measurements for purpose of diagnosis. No leaders seemed even to question the value of educational tests and measurements properly administered.

The educators were unanimous in their acceptance of the obligation to create definite programs of practice designed to make real all the essential objectives of public education.

PRESIDENT HARDING and the members of the Cabinet at their first meeting at the White House. Reading from left to right—upper row—Secretary of the Interior, Albert B. Fall, of New Mexico; Postmaster General, Will H. Hays, of Indiana; Attorney General, Harry M. Daugherty, of Ohio; Secretary of Agriculture, Henry C. Wallace, of Iowa; Secretary of Commerce, Herbert C. Hoover, of California; and Secretary of Labor, James J. Davis, of Pennsylvania. Lower row—Secretary of War, John W. Weeks, of Massachusetts; Secretary of the Treasury, Andrew W. Mellon, of Pennsylvania; Secretary of State, Charles E. Hughes, of New York; President Harding, Vice-President Coolidge, and Secretary of the Navy, Edwin Denby, of Michigan.

Can the United States Afford It?

John A. H. Keith
Principal State Normal School, Indiana, Pennsylvania

WHENEVER a proposal is made to increase the salaries of teachers to an average of $1000 a year, there are always plenty of persons ready to assert that the country cannot afford it. If this assertion is true, everybody (including teachers) should know it. If it is not true, everybody (including all the wise ones) should know it.

To determine the truth or falsity of the statement that the United States can afford to pay its teachers an average annual salary of $1000 is not so difficult a matter as it may seem. We can, from the *Estimated Valuation of National Wealth, 1850–1912,* published by the Bureau of Census, Department of Commerce, get the taxable wealth of each State in 1912. We can easily find the increase in wealth from 1904 to 1912. If this increase for eight years be added to the wealth of 1912, we have a most conservative estimate of the wealth in 1920—an estimate, moreover, that is not in the least affected by the largely increased volume of money and its various substitutes that came during the war.

It is also easy to find the probable number of public-school teachers in 1920. We can find the increase to the number of teachers from 1912–1916, and by adding this increase to the number of teachers in 1916, get a most conservative estimate of the number of teachers in the public school service in 1920.

Having obtained the foregoing data, it is a simple matter to divide the total taxable wealth by the total number of teachers. The quotient thus found is the taxable wealth per teacher. If, now, $1000 be divided by the taxable wealth per teacher, we find the rate of taxation necessary to raise $1000 per teacher.

The surprising thing that results from this little mathematical computation is that a tax of 2.78 mills per dollar of taxable wealth in the United States would pay to each public-school teacher in the United States $1000 per year.

The table presented herewith shows the facts for each State. It also shows the need for an equalization as among the several States. The only body competent to bring about equalization among the States is Congress, and the Smith-Towner bill is the only bill before Congress that recognizes the need for equalization.

	(1) Taxable Wealth 1912	(2) Increase from 1904–1912	(3) Probable Wealth 1920	(4) Probable Teachers 1919-20	(5) Taxable Wealth per Teacher 1920	(6) Mill Tax necessary to pay $1,000 per year to each Teacher
Continental United States...	$175,425,551,588	$75,152,603,748	$250,578,155,336	697,453	$359,278	2.78
NORTH ATLANTIC DIVISION—						
Maine	1,030,366,547	281,432,275	1,311,798,822	6,402	204,904	4.88
New Hampshire	613,441,572	120,175,002	733,616,574	3,188	230,118	4.34
Vermont	496,935,964	155,273,320	652,209,284	2,552	255,567	3.91
Massachusetts	5,735,230,115	1,202,111,911	6,937,342,026	18,541	374,162	2.67
Rhode Island	892,693,475	148,212,683	1,040,906,158	3,118	333,837	2.99
Connecticut	2,153,511,444	836,726,374	2,990,237,818	7,355	406,558	2.45
New York	21,912,629,507	8,472,771,603	30,385,401,110	60,190	504,824	1.98
New Jersey	5,361,917,422	2,339,421,220	7,701,338,642	19,976	385,529	2.59
Pennsylvania	14,137,272,911	3,323,631,192	17,460,904,103	48,509	359,951	2.77
NORTH CENTRAL DIVISION—						
Ohio	8,552,130,667	2,859,013,849	11,411,144,516	35,179	324,373	3.08
Indiana	4,951,061,490	1,958,713,665	6,909,775,155	21,792	317,078	3.15
Illinois	14,596,467,087	6,062,457,740	20,658,924,827	36,255	569,822	1.75
Michigan	5,169,022,582	2,019,905,452	7,188,928,034	23,134	310,751	3.21
Wisconsin	4,282,454,539	1,548,840,242	5,831,294,781	20,316	287,029	3.48
Minnesota	5,266,950,787	2,046,138,695	7,313,089,482	19,513	374,780	2.66
Iowa	7,437,094,834	3,493,779,907	10,930,874,741	27,712	394,445	2.53
Missouri	5,546,493,103	1,948,362,081	7,494,855,184	21,790	343,958	2.90
North Dakota	2,037,626,024	1,334,616,199	3,372,242,223	8,617	391,347	2.55
South Dakota	1,330,693,417	702,157,238	2,032,850,655	7,550	269,251	3.71
Nebraska	3,605,133,830	1,656,325,044	5,261,458,874	14,273	368,630	2.71
Kansas	4,393,844,208	2,208,149,568	6,601,993,776	16,383	402,978	2.48
SOUTH ATLANTIC DIVISION—						
Delaware	293,721,979	72,389,975	366,111,954	1,181	310.001	3.22
Maryland	2,002,216,720	584,926,953	2,587,143,673	7,182	360,226	2.77
District of Columbia	767,316,951	121,961,248	889,278,199	1,837	484,092	2.06
Virginia	2,174,685,192	939,376,771	3,114,061,963	15,223	204,562	4.88
West Virginia	2,179,527,639	1,365,187,437	3,544,715,076	11,336	312,695	3.19
North Carolina	1,745,233,696	933,365,002	2,678,598,698	17,185	155,868	6.41
South Carolina	1,301,406,985	735,583,454	2,036,990,439	9,543	213,453	4.68
Georgia	2,299,197,590	1,177,734,053	3,476,931,643	16,987	204,681	4.88
Florida	1,014,585,076	602,155,957	1,616,741,033	7,184	225,047	4.44
SOUTH CENTRAL DIVISION—						
Kentucky	2,152,097,565	702,241,987	2,854,339,552	14,651	194,822	5.13
Tennessee	1,834,354,927	776,250.364	2,610,605,291	14,405	181,229	5.51
Alabama	2,050,014,767	1,114,788,723	3,164,803,490	12,515	252,880	3.95
Mississippi	1,306,384,960	631,637,709	1,938,022,669	10,953	176,939	5.65
Louisiana	2,056,572,346	1,076,861,236	3,133,433,582	8,614	363,760	2.74
Texas	6,552,242,164	3,815,289,245	10,367,531,409	32,673	317,311	3.15
Arkansas	1,757,533,669	976,873,515	2,734,407,184	11,149	245,260	4.07
Oklahoma	4,321,150,418	3,612,915,150	7,934,065,568	13,712	578,622	1.72
WESTERN DIVISION—						
Montana	1,113,008,146	476,817,923	1,589,826,069	6,657	238,820	4.18
Wyoming	344,834,812	89,010,612	433,845,424	2,245	193,249	5.17
Colorado	2,286,478,777	1,185,706,534	3,472,185,311	7,421	467,886	2.13
New Mexico	501,627,424	256,678,214	758,305,638	2,290	331,137	3.01
Arizona	487,099,365	261,450,666	748,550,031	2,201	340,095	2.94
Utah	734,811,880	328,039,567	1,062,851,447	3,773	281,699	3.54
Nevada	441,382,827	301,715,515	743,098,342	785	946,622	1.05
Idaho	591,073,842	314,304,766	905,378,608	4,302	210,455	4.74
Washington	3,054,690,780	2,068,521,397	5,123,212,177	10,549	485,658	2.05
Oregon	1,843,542,127	1,077,632,335	2,921,174,462	7,157	408,159	2.45
California	8,023,435,581	4.142,620,322	12,166,055,903	21,398	568,560	1.75

[1] Taken from report Dep't. of Commerce, Bureau of Census, Estimated Valuation of National Wealth, 1850–1912, p. 18.

[2] Found from data given, *ibid.*

[3] Found by adding increase from 1904–12 to wealth of 1912.

[4] Found by adding increase from 1911–12 to 1915–16 to the figure for 1915–16. U. S. Com. Edn. Reports for 1913 and 1917, Vol. II.

[5] Found by dividing data in Column 3 by data in Column 4.

[6] Computed by dividing $1,000 by the separate data of Column 5.

Tests and Scales

THIS short bibliography of tests and scales is based on one given in the October, 1920, number of the Ohio *Schoolmen's Conference Bulletin.* "It does not pretend to be complete but merely to give the most satisfactory tests and, wherever possible, those that have been most thoroughly standardized." A longer bibliography of tests can be found in Strayer and Engelhardt's *The Classroom Teacher,* pages 205-11, published by the American Book Company, Chicago, Ill.

GENERAL INTELLIGENCE

Terman—The Measurement of Intelligence. Houghton Mifflin Co., Boston, Mass.

The National Intelligence Tests (Terman, Yerkes, Thorndike, Haggerty, Whipple). World Book Co., Yonkers-on-the Hudson, N. Y.

ELEMENTARY SCHOOL TESTS

Arithmetic—Fundamental Operations

Courtis' Standard Tests, Series A and B. S. A. Courtis, 82 Eliot Street, Detroit, Mich.

Monroe's Diagnostic Tests. Bureau of Educational Measurements and Standards, Emporia, Kans.

Woody's Arithmetic Scales. Bureau of Publications, Teachers College, Columbia University, N. Y.

Cleveland Survey Tests. Charles H. Judd, School of Education, University of Chicago, Chicago, Ill.

Arithmetic—Reasoning

Bonser's Reasoning Tests. Bureau of Publications, Teachers College, Columbia University, N. Y.

Stone's Reasoning Test. Bureau of Publications, Teachers College, Columbia University, N. Y.

Geography

Thompson's Standardized Tests in Geography. T. E. Thompson, Monrovia, Calif.

Courtis Geography Test. 82 Elliot St., Detroit, Mich.

Handwriting

Ayres Scale for Measuring the Handwriting of School Children. Russell Sage Foundation, 130 East 22d St., New York, N. Y.

Gettysburg Edition of Ayres Scale. Russell Sage Foundation, 130 East 22d St., New York, N. Y.

Freeman's Handwriting Scale (Diagnostic). Houghton Mifflin Co., Chicago, Ill.

Thorndike's Scale. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

History

Harlan's Test of Information in American History. Charles L. Harlan, College of Education, University of Minnesota, Minneapolis, Minn.

Pratt's U. S. History Test. Supt. O. C. Pratt, Spokane, Wash.

Van Wagenen's History Scales. Bureau of Publication, Teachers College, Columbia University, N. Y.

Language

Harvard-Newton Composition Scale. Harvard University Press, Cambridge, Mass.

Nassau County Supplement to Hillegas Scale (Composition). Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Charters' Grammar Test. W. W. Charters, University of Illinois, Urbana, Ill.

Haggerty's Grammar Test. Bureau of Cooperative Research, University of Minnesota, Minneapolis, Minn.

Music

Seashore's Musical Talent Chart. Carl E. Seashore, University of Iowa, Iowa City, Iowa.

Silent Reading

Monroe's Standardized Tests in Silent Reading. University of Illinois, Urbana, Ill.

Thorndike's Visual Vocabulary Scales. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Thorndike's Scale Alpha and Alpha 2 for Measuring the Understanding of Sentences. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Spelling

Ayres Spelling Scale. Russell Sage Foundation, 130 East 22d St., New York, N. Y.

Monroe's Timed Sentence Spelling Tests. Bureau of Educational Measurements and Standards, Emporia, Kans.

Starch's Spelling Scales. University of Wisconsin, Madison, Wis.

HIGH SCHOOL TESTS

Algebra

Hotz's First-year Algebra Scales. Bureau of Publications, Teachers College, Columbia University, N. Y.

Monroe's Standard Research Tests in Algebra. Bureau of Educational Measurements and Standards, Emporia, Kans.

History

Sackett's Scale in Ancient History. L. W. Sackett, University of Texas, Austin, Tex.

Latin

Brown's Latin Tests. A series by Pres. H. A. Brown, State Normal School, Oshkosh, Wis.

Physics

Thurstone Tests. L. L. Thurstone, University of Pittsburgh, Pittsburgh, Pa.

ENROLMENT *and* AFFILIATION

Affiliated State and Local Associations

THE following associations are in addition to the affiliations which were reported in the March JOURNAL:

ABERDEEN, S. D., *Aberdeen City Teachers' Association,* Roland R. Deimer, Acting Secretary.

ADRIAN, MICH., *Adrian Teachers' Club,* A. J. Hypes, President.

ALPENA, MICH., *Alpena Teachers' Club.* Orrin S. Rice, Secretary.

ANNANDALE-ON-HUDSON, N. Y., *President and Faculty of St. Stephens College,* E. C. Cook, Secretary.

ASHTON, MO., *Clark County Teachers' Association,* Eugene D. Hess, Secretary.

AUBURN, MAINE, *Auburn Teachers' Association,* Clara H. Butler, Secretary.

AURORA, N. Y., *Wells College Faculty,* Clara A. Bliss, Secretary.

BALTIMORE, MD., *Faculty of the James Monroe School,* Mary V. Thomas, Treasurer; *Principals' Association of Baltimore,* Norman W. Cameron, Director.

BLUFFTON, OHIO, *Faculty of Bluffton College,* S. K. Mosiman, President.

BRIGHAM CITY, UTAH, *Box Elder Teachers' Association,* Alf L. Freeman, Secretary.

BROOKLYN, N. Y., *New York Principals' Association,* Sara L. Rhodes, Corresponding Secretary.

CAMDEN, N. J., *Camden High School Teachers' Association,* Viola M. Blaisdell, Treasurer

CENTER, COLO., *San Luis Valley Teachers' Association,* Fern Dorothy Mitchell, Secretary.

CHERRYDALE, VA., *Arlington County Teachers' Association,* Helen H. Rains, Secretary.

CLAUDELL, KANS., *Smith County Teachers' Association,* Wm. M. McMullen, President.

DELAND, FLA., *Deland Teachers' Association,* B. F. Ezell, Superintendent.

DENVER, COLO., *Denver Principals' and Directors' Association,* H. T. Cluxton, Principal; *High School Masters' Guild of Denver,* B. Raymond Greene, Secretary.

GREELEY, COLO., *Colorado State Teachers' College Faculty,* W. H. Hargrove, Secretary-Treasurer.

HOMESTEAD, PA., *Homestead Teachers' Association,* Anna V. Murphy, Secretary.

HOUSTON, TEX., *Houston Teachers' Association,* Edith M. Bradley, Corresponding Secretary.

HUNTINGTON, IND., *Huntington City Teachers,* J. M. Scudder, Superintendent.

IDABEL, OKLA., *McCurtain County Teachers' Association,* Vesta Kilgore, Secretary.

INDIANAPOLIS, OKLA., *Custer County Teachers' Association,* Florence I. Nash, Secretary.

KANSAS CITY, MO., *Council of Negro Teachers,* W. W. Yates School.

KAUKAUNA, ILL., *Teachers' Council of Kaukauna,* Tessie O'Keefe, Secretary.

LEAVENWORTH, KANS., *Leavenworth Grade Teachers' Club,* Ruth Burgard, Secretary.

LINCOLN, NEBR., *Lincoln Teachers' Association,* Blanche Rowe, Secretary.

LITTLE ROCK, ARK., *Women Teachers' Association,* Hazel Murray, Secretary.

LOUISVILLE, KY., *Louisville Educational Association,* Anne Grunder, President.

MCPHERSON, KANS., *McPherson City Teachers' Association,* Agnes McDonald, Secretary.

MISSOURI VALLEY, IOWA, *Missouri Valley Teachers' Association,* Helen Giehm, Secretary.

NEW YORK, N. Y., *Association of Public School Teachers of Crippled Children,* Adelaide Guggenheimer, Treasurer; *Music Teachers' Association of New York City,* Ethel V. Cooledge, Secretary; *Vocational School for Girls Teachers' Association,* Bessie Abrams, Secretary-Treasurer.

OAKLAND, CALIF., *Oakland Teachers' Association,* H. D. Brasefield, Secretary.

OMAHA, NEBR., *Omaha School Forum,* Ora R. Shallander, Recording Secretary.

PADUCAH, KY., *Paducah, Kentucky, Public School Teachers' Association,* Adah L. Brazelton, Secretary-Treasurer.

PORTLAND, OREGON, *Portland High School Teachers' Association,* Helen Lucas, Corresponding Secretary; *Portland Teachers' Association,* Will O. Hersey, Secretary.

PUEBLO, COLO., *Pueblo Grade Teachers' Association, District* 20, Mabel Kindall, Secretary.

SALINA, KANS., *Salina City Teachers' Association,* Edith Harris, Secretary.

SAN DIEGO, CALIF., *San Diego Principals' Club,* John Aseltine, Secretary.

SANDY, UTAH, *Jordan District Teachers' Association,* E. Ray Beck, Secretary.

SPANISH FORK, UTAH, *Nebo Teachers' Association,* J. Ralph Wilkins, President.

ST. LOUIS, MO., *Teachers' Fellowship Society,* Helena V. Marshall, Secretary.

TILTON, N. H., *Winnepesaukee Teachers' Association,* Florence M. Shaw, Treasurer.

WACO, TEX., *Waco Grade Teachers' Association,* Leonie Ahrenbeck, Corresponding Secretary.

WARRENSBURG, MO., *Western Central Teachers' Association,* C. N. Phillips, Secretary.

WATERLOO, N. Y., *Teachers of Waterloo Public Schools,* Elizabeth Staley, Secretary.

WELLINGTON, KANS., *Wellington City Teachers' Association,* Ola Evans, Secretary.

WILBURTON, OKLA., *Latimer County Teachers' Association,* Ora Dollins, Secretary.

WILKINSBURG, PA., *Teachers' Institute,* James L. Allison, President.

WILLIAMSPORT, PA., *Williamsport Teachers' Association,* Marguerite I. Quigley, Secretary.

Completed Enrolments

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the March JOURNAL:

Alameda, Calif., *Alameda High School,* Dr. George C. Thompson, Principal; *Haight School,* George E. Furbush, Principal.

Bayard, Nebr., *Bayard Public Schools,* I. H. Linder, Superintendent.

Bridgeton, N. J., *Fairton School.*

Burlington, Vt., *Adams School,* Emma J. Chapman, Principal.

Centerville, Iowa, *Centerville Public Schools,* H. M. Taylor, Superintendent.

Cheney, Wash., *State Normal School,* N. D. Showalter, President.

Cincinnati, Ohio, *Vine School,* E. E. Ellis, Principal.

Denver, Colo., *Aaron Gove Junior High School,* Jessie M. Hamilton, Principal; *Albion School,* Eugene C. Stevens, Principal; *Alcott School,* Ed Gene Arnold, Principal; *Ashland School,* Ralph W. Strong, Principal; *Berkeley School,* Angela Gilmore, Principal; *Boulevard School,* Joseph M. Erwin, Principal; *Broadway Junior High School,* Louise A. Merrill, Principal; *Bromwell School,* Belle McMichael, Principal; *Bryant School,* Louise Klein, Principal; *Byers School,* Elizabeth Cordingly, Principal; *Central School,* Adela McClure, Principal; *Cheltenham School,* H. T. Cluxton, Principal; *George W. Clayton School,* Eugene C. Stevens, Principal; *Colfax School,* Helen R. Gumlick, Principal; *Columbian School,* Mary E. Morris, Principal; *Columbian School Annex,* Mary E. Morris, Principal; *Columbine School,* Susanne E. Morrison, Principal; *Corona School,* Dora M. Moore, Principal; *Crittenton School,* Kate P. Elms, Principal; *East Side High School,* Roscoe C. Hill, Principal; *Ebert School,* Cornelia S. Miles, Principal; *Edison School,* Maude L. Craig, Principal; *Elmwood School,* James W. Ellison, Principal; *Elyria School,* Nell Romick, Principal; *Emerson School,* Carlotta G. Abbott, Principal; *Evans Elementary School,* Lydia Runyon Cornish, Principal; *Evans Junior High School,* Homer S. Phillips, Principal; *Evening High School,* John B. Garvin, Principal; *Fairmont School,* Richard Parsons, Principal; *Fairview School,* Clara F. Gard, Principal; *Franklin School,* James B. Ragan, Principal; *Garden Place School,* Roscoe K. Stockton, Principal; *Garfield School,* Flora I. Doble, Principal; *Gilpin School,* Mary G. Carson, Principal; *Glen Park School; Globeville School,* Roscoe K. Stockton, Principal; *Grant Junior High School,* Rufus H. Palmer, Principal; *Hyde Park School,* George W. Wyatt, Principal; *Ironton School,* Lina Wisebart, Principal; *Lincoln School,* Anna L. Force, Principal; *Logan Elementary School,* Eliza L. McGrew, Principal; *Logan Junior High School,* Alwyn C. Smith, Principal; *McKinley School,* Clara J. Coney, Principal; *Manual Training High School,* Charles Allen Bradley, Principal; *Meeker School,* Lydia G. Meeker, Principal; *Milton School,* J. H. Dodds, Principal; *Maria Mitchell School,* Margaret M. Smith, Principal; *Montclair School,* Charlotte J. Godsman, Principal; *Myrtle Hill School,* Sarah P. Ketner, Principal; *North Side High School,* E. L. Brown, Principal; *Opportunity School,* Emily Griffith Principal; *Park Hill School,* Elizabeth Ellis, Principal; *Perry School,* Genevieve Simpson, Principal; *Dora E. Reynolds School,* Lillie E. Watts, Principal; *Sheridan School,* L. A. Stueland, Principal; *Sherman School,* Josephine G. Moore, Principal; *Smedley School,* M. Allien Lander, Principal; *South Side High School,* John J. Cory, Principal; *Stedman School,* Elizabeth Ellis, Principal; *Robert W. Steele School,* Julia M. White, Principal; *Swansea School,* Nell Romick, Principal; *Teller School,* Elizabeth S. Feltner, Principal; *Joseph A. Thatcher School,* George M. McMeen, Principal; *Twenty-fourth Street School,* Lila M. O'Boyle, Principal; *University Park School,* Ethlyn Rogers, Principal; *Valverde School,* A. J. Fynn, Principal; *Vassar School,* Hattie E. Richardson, Principal; *Villa Park School,* W. H. Eagleton, Principal; *Washington School,* Monta J. Boyer, Principal; *Webster School,* Lillian Noce, Principal; *West Side High School,* H. V. Kepner, Principal; *Whittier School,* H. W. Zirkle, Principal; *Wyman School,* F. M. Montgomery, Principal.

Detroit, Mich., *Bellevue School.*

Duluth, Minn., *Franklin, School,* Harold House, Principal.

Eau Claire, Wis., *Schools of Eau Claire County,* Lillia E. Johnson, County Superintendent.

Fond du Lac, Wis., *Fond du Lac Public Schools,* R. W. Fairchild, Superintendent.

Ironwood, Mich., *Ironwood Public Schools,* D. F. R. Rice, Superintendent.

Kansas City, Mo., *Attucks School,* Walter H. Harrison, Principal; *Bruce School,* F. Leslie Clark, Principal; *Cherry Street School,* J. H. Coleman, Principal; *Douglass School,* M. H. Tompkins, Principal; *Garrison School,* R. T. Coles, Principal; *Penn School,* A. M. Wilson, Principal; *Sumner School,* Margaret J. Robinson, Principal; *Wendell Phillips School,* Henley L. Cox, Principal; *Wheatley School,* Lela L. Elmore, Principal; *W. W. Yates School,* Joe E. Harriford, Principal.

Las Vegas, N. Mex., *New Mexico Normal University,* F. H. H. Roberts, President.

Moline, Ill., *McKinley School,* Elizabeth Martin, Principal; *Willard School,* Mary Tague, Principal; *William Carr School,* Florence Donahey, Principal.

Mount Vernon, N. Y., *Columbus School,* Arthur S. Townsend, Principal.

North Anson, Maine, *North Anson School District,* Mrs. L. A. Bradbury, Superintendent.

Old Town, Maine, *Old Town Public Schools,* Willard O. Chase, Superintendent.

Omaha, Nebr., *Cass School,* Josephine Grant, Principal; *Edward Rosewater School; Jungmann School; Park School,* Mary A. Fitch, Principal; *South Lincoln School,* Jessie A. Robeson, Principal.

Pontiac, Ill., *Pontiac Public Schools,* G. L. Jenner, Superintendent; *Township High School,* G. J. Koons, Principal.

Pueblo, Colo., *Pueblo Public Schools,* J. F. Keating, Superintendent.

Sandy, Utah, *Herriman School.*

Santa Barbara, Calif., *Santa Barbara High School,* Homer Martin, Principal.

St. Joseph, Mo., *Benton School,* Fred E. Vandersloot, Principal; *Blair School,* Julia Ford, Principal; *Bliss School,* May B. Peterman, Principal; *Ernst School,* Mrs. Abbie Barnes, Principal; *Floyd School,* C. C. Carpenter, Principal; *Garfield School,* Eva Montgomery, Principal; *Humbolt School,* Alvina Schmitz, Principal; *Hyde School,* Minnie Nelson, Principal; *Jackson School,* Frances A. Burris, Principal; *Lincoln School,* J. H. Sims, Principal; *Longfellow School,* Nora Thompson, Principal; *McKinley School,* Francis Ritchie, Principal; *Owen School,* Clara Herchenroder, Principal; *Robidoux School,* Ralph W. Polk, Principal; *Sherwood School,* Mabel White, Principal; *South Park School,* Bettie Bolen, Principal; *Webster School,* Fannie Brennan, Principal; *Wyatt School,* Mrs. Annie Wells, Principal; *Young School,* Mary Moore, Principal.

NOTES *and* ANNOUNCEMENTS

THE BY-LAWS of the National Education Association provide that memberships taken in March, April, and May, continue in force all next year.

Financing Delegates

THE following is a report of progress of the committee on financing delegates to the annual meeting of the National Education Association made to the Executive Committee at its meeting February 26, at Atlantic City, N. J., Cornelia S. Adair, chairman:

Since its appointment in October the committee has been investigating the methods of financing delegates used by other national organizations and making a systematic canvass of individual teachers and teachers' organizations, affiliated and unaffiliated, for suggestions on the subject. Miss Doherty presented a very comprehensive report on national organizations. She found that in most instances the local organizations paid the expenses of the delegates. Where the expenses of the delegates were paid by the national organizations the dues are high. Phi Beta Kappa has a central meeting place and prorates the delegates' expenses among the chapters in proportion to their membership of the preceding year. Each chapter is allowed one delegate. Many suggestions were received from clubs and individuals.

The following report was made by the committee to the Executive Committee and Board of Directors at Atlantic City. This report is not to be regarded as final. The committee suggests: First, that each local affiliated association adopt a budget system, paying from its treasury both State and national dues. Second, that the National Education Association arrange for the payment of one-fourth of the expenses of local and State delegates. Third, that the affiliated associations (State and local) arrange for the payment of three-fourths of the expenses of their delegates. Fourth, that boards of education be urged to bear at least a part of the expenses of local and State delegates.

No definite recommendation as to raising the money for the National Education Association apportionment was made. The following suggestions were offered as a basis for discussion: First, that the National Education Association set aside some portion of the $2 dues for a delegate fund. This seems at present impossible. Second, that the National Education Association raise dues a small amount to form a delegate fund. Third, that the National Education Association apportionment be prorated among the affiliated organizations in some manner such as is employed by Phi Beta Kappa. The committee will welcome any criticism or suggestion that will tend to make the final report suitable and comprehensive.

A Word of Appreciation

THERE have been many expressions of appreciation of the chart published in the March JOURNAL showing the organization and administration of the National Education Association. This chart was prepared for the Association by Dr. S. A. Courtis, Director of Instruction, Normal Training and Research, Detroit, Michigan.

Appreciation of President Kendall

EXPRESSIONS of regret that President Kendall was not able to be present were heard on every hand at the Department of Superintendence meeting. The following resolution was introduced at the Monday morning session by Superintendent H. B. Wilson, of Berkeley, California, and unanimously adopted:

Be it resolved that in this our opening session we send greetings and good cheer to the President of this department, the Honorable Calvin N. Kendall, Commissioner of Education for New Jersey, and sincere expressions of regret over his absence from our sessions together with genuine hope that his full strength and vigor of health may speedily return, in order that his great ability and high professional ideals may again assert themselves in the advancement of the cause of public education, for which cause no public school administrator in America has done more than he.

And, be it further resolved, that our chairman be hereby directed to appoint a committee of three members of this department to bear daily to Commissioner Kendall appropriate tangible evidence of our thoughtfulness of him and that all expenses incident thereto be defrayed from the funds appropriated for meeting the expenses of this convention.

Dr. Kendall's letter to the members of the Department of Superintendence was also read at the first session and was greatly appreciated.

Reorganization Committee Report

AT THE Cleveland meeting of the Department of Superintendence in 1920 a special committee was appointed to prepare a report on the election of officers of the Department to be presented on the second day of the 1921 meeting. This committee consisted of A. E. Winship, editor *Journal of Education,* Boston, Mass.; E. C. Hartwell, superintendent city schools, Buffalo, N. Y.; H. S. Weet, superintendent city schools, Rochester, N. Y.; J. W. Sexton, superintendent city schools, Lansing, Mich.; and R. G. Jones, superintendent city schools, Cleveland, Ohio, who presented the report of the committee at the forenoon session, Monday, March 1, 1921. The report is as follows:

SECRETARY J. W. CRABTREE and President Fred M. Hunter at Atlantic City, making plans for the Des Moines meeting, caught unexpectedly by the camera while taking a stroll on the Boardwalk.

Your committee, appointed one year ago to determine upon and recommend a plan for the annual election of officers of the Department of Superintendence of the National Education Association, has assumed that the Association commissioned its committee to consult, so far as possible, members of the Association, make a careful analysis of the present status, in the light of which it might possibly discern whether the Association is accomplishing the definite purpose for which it was organized, and to recommend that such immediate steps be taken as will most effectively assure the future permanence, usefulness, professional ideals, effective direction and operation of this organization.

With these ends in view, your committee respectfully submits the following report for your consideration:

ORGANIZATION AND CONTROL

Membership in the Department of Superintendence shall be defined to include State, county, and city superintendents (1000 population and above), assistant superintendents and all State and national officers of school administration who are members of the National Education Association.

The Department of Superintendence shall provide its own system of financial support and shall be financially independent of the National Education Association.

OFFICERS—THEIR DUTIES

The officers of the Department of Superintendence shall be a president, a first and a second vice-president, secretary, treasurer, and an executive committee consisting of four members. The president, vice-presidents, and treasurer shall hold office for a period of one year from the date of election, including one full year's service in the promotion and operation of one meeting of the Department.

The secretary shall be elected by the president and executive committee for an indefinite period subject to termination at the close of the February meeting of each year.

Members of the executive committee shall hold office for four years, one member retiring each year. At the first elec-ion the member receiving the largest umber of votes in the initial election hall serve for four years, and the others or three, two, and one years, respecively, according to the number of votes eceived.

The president shall be an ex officio nember and chairman of the executive ommittee.

The executive committee shall be rearded as the administrative body of the epartment subject to the call of the resident, to supplement and assist him n the conduct of his office.

ELECTION OF OFFICERS

The procedure for the election of offiers shall be as follows: Nominations hall be made from the floor on the norning of the first day's session at a ime previously agreed upon by the excutive committee and announced in the rinted program of the meeting.

METHOD OF BALLOTING—The tickets ssued by the secretary of the Department to members of the Association hall be provided with a detachable stub o be used as a ballot.

Two places for balloting shall be proided, one at the secretary's headquarers, the other at the entrance to the uditorium in which the general sessions re held.

The ballot boxes shall be open for oting from 11 a. m. until 6 p. m. on he third day of the meeting.

Those candidates receiving the highest umber of votes for the respective oces shall be considered the choice of he Association and declared elected.

The entire procedure of balloting hall be in charge of the executive comnittee and the secretary.

NNOUNCEMENT OF RESULT OF BALOT—On Friday, at the regular busiess meeting, the president shall call for he report of the secretary, announcing he result of the ballots cast for the sevral officers of the Association.

It is the recommendation of this comnittee that since its function is underood to be to examine and determine he availability of the Springer plan, roposed last year, or to propose an lternate plan, that the plan for reoranization herewith proposed be substiuted for the tentative Springer plan and e set in operation at this session. It is urther recommended that in this emerency the clause providing for the nomiation on the first day of the meeting e read the second day of the meeting February, 1921.

SPECIAL RESOLUTION

Superintendent Jones in presenting the report made a careful explanation of the purposes of the committee. The Department also adopted unanimously the following resolution, which was introduced by Randall J. Condon, superintendent city schools, Cincinnati, Ohio: RESOLVED that the Department of Superintendence reaffirms its full allegiance to the National Education Association and records its intention of remaining an essential and integral part of the National Association.

SUPERINTENDENT ERNEST A. SMITH, Evanston, Illinois, vice-president of the Department of Superintendence, who, in the absence of President Kendall, presided over the sessions at Atlantic City in a manner which did credit both to himself and to the Association.

Executive Committee Commends Report

PRESIDENT FRED M. HUNTER made the following statement for the Executive Committee at the business meeting of the Department of Superintendence, Thursday morning, March 3:

The Executive Committee of the National Education Association notes with approval the statement of R. G. Jones, speaking for the reorganization committee of the Department of Superintendence on March 1 to the effect that the Department of Superintendence has had and should have no thought of separation from the parent organization, and that the action taken in the adoption of the report presented by him at that time contemplated the full continuance of the Department of Superintendence as an integral part of the National Education Association as heretofore. This is of especial importance at this time because a united teaching profession is rallying rapidly and enthusiastically to the support of a great constructive national program in public education. Furthermore, any other action would have been entirely illegal and null and void under the Charter of the Association. The Executive Committee recognizes the right of a department of the Association to define its own membership.

The Executive Committee announces that at the Des Moines meeting ample provision will be made to take care of all departments and sections. The needs of all classes of membership in the National Association will be fully met.

To the end that we very fully know the needs and desires of all groups of our membership, a conference of representatives of all departments and sections is hereby called to meet at Des Moines the first week of July, 1921.

Rural-Teacher Scholarship

THE American Country Life Association offers a scholarship of $200 to the rural-school teacher who contributes an article describing the most efficient work done by the teacher to make the elementary school a vital factor in American country life. In offering this scholarship the association aims to discover teachers who are adapting the rural school to its new conditions and to discover the methods by which this adaptation is being made with a view to stimulating the special preparation of teachers for the field of rural education.

The article may feature the adaptation of the curriculum, the development of community work, or the establishment of a closer relation between the school and the community, but it must be based on the writer's experience. Teachers working in demonstration schools or connected with colleges, normal schools, or foundations are not eligible to enter this contest. The article should not exceed 2500 words and should be typewritten in order to facilitate the work of the judges. The name of the contributor and name of the place should not appear in the article. On a separate sheet of paper in a sealed envelope enclosed in the manuscript should be given the names and addresses of the following: the contributor, the school, the superintendent of the district or county, the chairman of the local board of education and the chairman of the parent-teachers' association, or a resident of the district, preferably a woman, who is interested in education.

The contest closes August 15, 1921. Articles should be sent to Kenyon L. Butterfield, president American Country Life Association, Amherst, Massachusetts. The American Country Life Association reserves the right to keep and use all contributions. Credit for authorship will be given for any material used, if desired.

A Year in France

DR. JOHN G. COULTER, a member of the Association now resident in Paris, sends the following suggestions to American teachers who may be planning to spend the coming year in France.

"Exchange today is in the neighborhood of 16. One thousand dollars will buy at a New York bank the day you read this Paris exchange to the amount of at least 15,000 francs, I dare say,—the point being that any one planning to come to France should buy francs now while they are cheap. The best way is to buy in the form of the *Bons de la Defense Nationale*. That is, for 950 francs you can buy at any postoffice here a bond good for 1000 francs a year from date, and negotiable with accrued interest on any day. The bonds are accepted on the same terms as currency in the big Paris stores.

"With fifteen, or even twelve thousand francs one can be assured of a very good year in France if one knows how to go at it. Two hundred thirty dollars, if the rates have not changed, will buy very comfortable second-class passage, New York to the coast of France *and return*. I count that extra. You begin on your franc fund when you land at Havre, or Cherbourg, or Boulogne. You come equipped as for a hiking trip. A fat suit case or steamer trunk is quite enough luggage. First get your French in proper order,—travel later. You live in the country, but within two francs, third class, from Paris,—at Pontoise or Melun or any one of a half dozen other delighful places. You get right into a real French family, a fine and not a greedy one. This costs you for a comfortable room and good table 500 francs a month. Take six months of that for 3000 francs—$200 if they are bought now. Then you have plenty left for six months of travel if you want to travel even all the time."

RESERVATIONS FOR SUMMER MEETING
NATIONAL EDUCATION ASSOCIATION
Des Moines, July 4-8, 1921

Des Moines has 4000 guest rooms in the first thirty hotels, all in the downtown district within a radius of five blocks and convenient to Convention Hall. Additional rooms, if necessary, will be available in apartments and private homes. The following schedule of rates applies to the large downtown hotels. Rates in apartments, rooming and private houses will be in proportion to accommodations.

NAME	Without Bath Per room Two persons	With Bath Per room Two persons	For each additional occupant
BROWN HOTEL Fourth and Chestnut.	$3.00	$4.50	
CHAMBERLAIN HOTEL Seventh and Locust.	3.00—$3.50	4.00—$6.00	$1.00—$2.00
ELLIOTT HOTEL 219 Fourth Street.	2.00— 2.50	3.00— 4.00	1.00— 2.00
HOTEL FORT DES MOINES Tenth and Walnut.		5.00— 8.50	2.00
FOSTER HOTEL Eighth and Walnut.	2.00— 2.50	2.50— 3.50	1.00
FRANKLIN HOTEL Fifth and Locust.		4.00— 5.00	1.25— 1.50
IRWIN HOTEL Sixth and Cherry.		3.00— 4.00	1.25— 1.50
KIRKWOOD HOTEL Fourth and Walnut.	2.00— 3.00	4.00	1.50— 2.00
LLOYD HOTEL Sixth and High.	2.50	3.50	1.00— 1.25
MANHATTAN HOTEL 313 Fifth Street.	4.00— 5.00	5.00	
MARTIN HOTEL Third and Locust.	3.00	3.50— 4.50	1.00
NORTHWESTERN HOTEL East Fourth and Walnut.	2.00— 2.50	3.00— 4.00	
RANDOLPH HOTEL Fourth and Court Ave	2.50— 3.25	3.50— 5.00	1.00— 2.00
ROGERS HOTEL Sixth and Mulberry.	2.00— 2.50	2.50— 3.50	1.00
HOTEL SAVERY III Fourth and Locust.		5.00— 9.00	2.00
WELLINGTON HOTEL Fifth and Grand Ave.	1.50— 3.00	3.50— 4.00	.75— 2.00
CARGIL HOTEL	2.50	3.00— 4.00	1.50
ROYAL HOTEL	2.00— 2.50		1.00

Make reservations as early as possible, to insure you satisfactory quarters and at the same time relieve the committee of extremely heavy work in the days immediately preceding the convention. Indicate as definitely as possible just what you want in the way of accommodations and the rate that you desire to pay. Make all reservations with the Committee. Address Chas. F. Pye, 407 Youngerman Bldg., Des Moines, Iowa.

Department of Superintendence

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EDUCATIONAL OPINION

Summer Training

A VERY great demand is now being made for better trained teachers. This demand comes from members of boards of education, superintendents and the public generally. During the past two years the public press has very generously joined us in bringing to the open the very small salaries paid teachers, and partly as a result of this publicity teachers' salaries have been increased. There are within our ranks today many teachers who are wholly untrained, and in the public opinion these teachers are being paid enough and in some cases too much for the services rendered. There is no dodging this fact. Every school official knows it. There would be no room in the profession for these teachers if we had trained teachers to take their places. The shortage of teachers makes it necessary for them to stay on the job, and personal pride and professional ethics, together with a desire to do one's best, make it necessary for them to attend summer schools.—From an editorial in *Progressive Teacher,* March, 1921.

Correspondence Study

CORRESPONDENCE Study in Universities and Colleges is the title of U. S. Bureau of Education Bulletin, 1920, No. 10, prepared by Arthur J. Klein, Executive Secretary, National University Extension Association. Copies of the Bulletin are sold by the Superintendent of Documents, Washington, D. C., at 10 cents each. Facts are given concerning the extent of correspondence instruction and to indicate the kinds of courses offered, the methods used, and something of the results obtained.

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THE IDEAL TEACHER

(*Concluded from page* 73)

difference between a counterfeit enthusiasm, the forced and foolish sprightliness of the primary teacher, and the life which real interest manifests. Says Santayana, "If he is to teach with good grace and modesty and authority, it must not be he that speaks, but science and humanity that is speaking through him. He is never bitter or flippant and seldom aggressive. The ideal teacher seeks in his own experience and in that of others to make the exceptionally good the rule in his own work. It is rather easy, by budding and grafting, to make a rare fruit the rule, and not beyond the good teacher's ability to make the new that is worth while his own."

The good teacher knows when his work suffers because of an excess of a needed element or by the presence of what ought not to be at all, as he knows when butter is unfit to eat because of too much salt or because of the presence of kerosene oil. He knows too, when the pupil should get knowledge through his own experience and when through the recorded experience of another, when the authority lies in his own consciousness or in a book.

What cannot the ideal teacher do and who knows the wonder of his work? In *Human Nature and Its Remaking*, William Ernest Hocking says, "There are few more beautiful miracles than that which can be wrought by leading a despairing child into trifling success; and there are few difficulties whose principle cannot be embodied in such simple form that success is at once easy and revealing"—a greater miracle than turning water into wine—or turning wine into water, for that matter.

In closing, here are a few words from a prominent English schoolman: "That other education which leads to a simplicity of life and a love for the beautiful is difficult to attain, for here we must start not with buildings or officials, but with a body of teachers who really love and practice what they teach. The statesman for whom we are still waiting will have as his first duty to persuade the nation that such teaching is worth paying for, and that through it and through no other means can the force be neutralized that may bring us to ruin."

The Birth of Our National Association

"TWELVE YEARS ago, in the central city of the Empire State, the first[1] State association of achers in this country was formed. me of you gentlemen who were pres- t at that meeting, and were instru- ental in calling it, can well remember e 'fear and trembling' with which that terprise was commenced. Until that riod, the teachers of that State not ly, but those of every other State as ell, were almost entirely unacquainted th one another."[2] These are the rds of Chairman Valentine speaking 1857 to the choice spirits who were aking the first history of our National sociation.

During the late forties and the early ties, other States had followed the ample of Rhode Island and New rk in the formation of associations. Out of the personal fellowship and fessional consciousness that had own up in these State associations minated the idea from which was rn the National Association, first own as the National Teachers' Asso- tion.

The call for the first meeting went t on May 15, 1857, over the signa- es of the presidents of State associa- ns in the ten States of New York, assachusetts, Missouri, New Hamp- re, Indiana, Pennsylvania, Vermont, va, Wisconsin, and Illinois. This call s originally proposed by T. W. Valen- e, president of the New York associa- n, and was written by D. B. Hagar, sident of the Massachusetts associa- n. The text of the call is as follows:

the Teachers of the United States:

"The eminent success which has at- ded the establishment and operations the several teachers' associations in States of this country is the source mutual congratulations among all nds of popular education. To the ct agency and the diffused influence these associations, more, perhaps, n to any other cause, are due the nifest improvement of schools in all ir relations, the rapid intellectual and al elevation of teachers as a class, and the vast development of public interest in all that concerns the education of the young.

"That the State associations have already accomplished great good, and that they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

As A United Body

GEORGE WHARTON PEPPER

WE once sent overseas an expeditionary force composed of our bravest and best. Through them America struck a telling blow for freedom and by their valor our independence was preserved. It remains for us to use the power of our independence in ways worthy of the lives that were sacrificed to maintain it. We must see to it that America's influence is always exerted to combat ignorance and to liberate the human spirit. The world is our field, and we must make our influence felt in every corner of it. Over a new and greater army of occupation the Stars and Stripes must proudly float. In the vanguard the public-school teachers of America must march as a united body, and the teachers of Philadelphia must be the first over the top.—From an address at a teachers' mass meeting, Philadelphia, October 28, 1920.

"Believing that what has been accomplished for the States by State associations may be done for the whole country by a National Association, we, the undersigned, invite our fellow-teachers throughout the United States to assemble in Philadelphia on the twenty-sixth day of August next, for the purpose of organizing a National Teachers' Association.

"We cordially extend this invitation to all practical teachers in the North, the South, the East, and the West, who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the Nation should gather into one great educational brotherhood.

"As the permanent success of any association depends very much upon the auspices attending its establishment, and the character of the organic laws it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise."

A little group of enterprising leaders from "the North, the South, the East, and the West" responded to the call and on August 26, 1857, assembled in the Athenaeum Building in Philadelphia, and listened to the speaker with whose words this sketch begins. That interesting "first speech" closed with this significant statement:

"What we want is, an association that shall embrace *all* the teachers of our *whole* country, which shall hold its meetings at such central points as shall accommodate all sections and combine all interests. And we need this, not merely to promote the interests of our profession, but to gather up and arrange the educational statistics of our country, so that the people may know what is really being done for public education, and what yet remains to be done. I trust the time will come when our government will have its Educational Department just as it now has one for

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[1] In a list of fifteen "State Teachers Associations organized before 1857," published in the "Fiftieth Anniversary Volume" of the N. E. A., pages 514-15, Will S. Monroe places the New York association second, July 30, 1845; and the Rhode Island association first, January 28, 1845.

[2] Proceedings of the National Teachers' Association . . . . reprinted from Barnard's *American Journal of Education* with additions, Vol. 1, 1857, Bardeen (1909).

Agriculture, for the Interior, for the Navy, etc. Surely these interests can not be more important than those which pertain to the intellectual and moral welfare of our people. But until this shall be done—as it must be, sooner or later—we need some such combination of effort as shall bring the teachers of this country more together, and *disseminate,* as well as collect, educational intelligence. Such an effort is imperatively demanded of us, and I trust we shall at once decide to go forward and devise measures to accomplish these great objects."

The meeting did "go forward," a constitution was adopted, and there was born the infant organization, which in 1870 added to itself the American Normal Association and the National Superintendents' Association, thus becoming the greatest and most representative educational body in the world—a position which it still retains.

Better Speech For Better Americans[1]

SUSAN B. DAVIS

Professor of Reading and Effective Speaking, Kent State Normal College, Kent, Ohio

NO OTHER social phenomenon is more pertinently or forcefully before us than that of immigration. No picture is more constantly before us than that of the incoming hordes of foreigners. We call them the "scum of the earth," yet they come from the land of Socrates, Ibsen, and Tolstoi, from romantic and aesthetic Spain, Italy, and Palestine. We know as never before that if they continue to seek our shores, for the best interests of us all, they must become one with us in every way. To accomplish this, we no longer invite them to speak our language, but to each and every one we are saying in no uncertain terms, "Thou shalt adopt the American speech." From many a billboard gleams the command, "Learn a common tongue." Is this injunction sounded to our glory or to our shame? These children of Europe and the East come to us with a marvelous literary and linguistic heritage. In the substitutes which we offer and insist upon, shall we cheat and debase both them and ourselves by an impoverished, crude, and inelegant language, and a lip-lazy speech?

Fifty-two different tongues were spoken by the various peoples who passed through Ellis Isle during the year 1920. Our language by this linguistic influx is submitted to the same leveling process to which a child's language is submitted when he leaves home and goes forth to meet the influences of speech as it prevails in playgrounds, in stores, and elsewhere. A child is thus exposed to all the common things of democracy, and some of these have a tendency to reduce all to a common level; "which in terms of speech in our country today means that he is made careless and for the most part uncouth." As it is true that any neighborhood displays the speech habits of those at the lower level, so a nation being recast as ours is will inevitably suffer by a similar leveling process unless it heroically maintains its own standards.

The problem of "better speech for better Americans" involves three considerations: (1) the use of pure English; (2) clear-cut and refined diction; and (3) the effective use of the voice. The last two only are considered in this discussion.

Corrective work in diction must be centered about (1) those who through ignorance or sheer laziness fail to mak adequate use of the marvelous speec apparatus that God has given them, an (2) those who, by birth or accident, ar incapable of excellence in speech.

The average American is lip-lazy He is ignorant or indifferent to th fundamentals of his language. Ther are one-half million speech defectives i the United States. Both these classe must be taken care of by our publi schools and special courses of instruction.

The voice is fundamental to speech As the individual reveals his inner nature through his voice, so the natio proclaims the life, the mental and emotional habits concealed within its being When we insist upon the acceptance o our speech by other nationalities, we ar insisting upon the acceptance of th American voice. More leisure, mor knowledge, the study and practice of th social graces, keener appreciation of al the finer things of life, are necessary i American life before the American voic will be worthy of imitation and acceptance by the "strangers within our gates." No better opportunity for the mellowing of our own voices could be afforde than in our work for the betterment o all sorts and conditions of men. In demanding of the foreign-born the acceptance of our language, let us do it wit a love and pride not only for correc written English, but for a speech tha shall be beautiful and clear-cut rathe than inarticulate and crude. "Beautifu speech is like unto the luster of a rar pearl."

KINDERGARTEN SAND TABLES have infinite possibilities for arousin interest. They afford opportunity for creative work in which individual effor merges naturally into community enterprise. It is here that the first lessons o democracy are learned and habits of coöperation are developed.

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[1] From an address before the National Society for the Study and Correction of Speech Disorder at Atlantic City, New Jersey, March 2, 1921.

Improving Public-School Teaching

SUSAN M. DORSEY
Superintendent of Schools, Los Angeles, California

PUBLIC-SCHOOL TEACHING can be much improved by a more intelligent grouping of children ac- rding to their intellectual capabilities d their general conduct so that instruc- n may be adapted to their varying de- ees of intelligence, and especially to peculiar needs of the large group of r-age children. To have good teach- there must be a fair promise of suc- sful performance measured in terms profit to those taught. That there those in the class doomed to failure ralyzes teacher effort. Emphasis has n placed, and rightly, upon the neces- y of segregating the educationally un- for the sake of other children. What wish to urge is the necessity of such gregation in the interests of good ching. The pall of idiocy, or some- ing only a little removed therefrom, s shadowed many a teacher's school- om life until work has become hate- l, professional aspiration has with- ed, and the springs of teacher help- lness have gone dry.

Age-grade tables show that about e-third, or thirty-three and one-third r cent, of the children in the public hools are one year or more behind ade. When we eliminate the two or ree per cent that are actually feeble- inded, there still remains the thirty r cent who could very well get back grade if they could be given atten- n according to their needs; but if in- uction is not adapted to them, they e bound to become failures and re- ain repeaters. An experiment in the erest of the thirty per cent has re- ntly come under my observation hich promises much in the way of re- asing the energies of these children d making real progress possible. he significant thing is that the in- uction is so adapted as actually to courage and secure sustained effort, f-help, and self-measurement. The chanics of the classroom procedure in is special group are simple. Each ild has a portfolio containing a series lesson exercises and questions in- easing in difficulty but expressed in ain, understandable language; each sson in the series forming a distinct it which may require a longer or shorter time for mastery. As soon as one unit is mastered, the child passes on to the next. When a difficulty is met, the teacher's help is asked, it being understood that the help given shall be such that the child will really solve the difficulty himself. This experiment undertaken in the interest of misfits and overage children has resulted so helpfully that in many instances belated children have covered two and even three half grades in a half year and have been entered into their regular grade quite able to move on with the successful pupils of their own age.

A second means for securing better teaching is the application of vocational guidance to the vocation of teaching. It is a matter of regret that recent exigencies in public school education have made it necessary to stress the fact that teachers have at all times been underpaid; as a result the impression has gained strength that the profession is one for the ambitious young person to avoid. Granting that the meager compensation of teachers in the past has been a reproach, even with this disability there are many intellectual and spiritual compensations which should make the vocation attractive, not to speak of those accompaniments of the profession commonly supposed to be advantages, such as association with the young, the hopeful, the buoyant; moderate hours of service; and extended vacations.

To secure better teaching, it will be necessary to guide into the profession those of good intelligence and good character. While we are guiding into other vocations, what prevents us from pointing the way into our own? And a very good one it is, to which I mean to invite the promising young as to a life of privilege and magnificent opportunity. This must be one immediate way of improving teaching. Give us fresh young blood full of ambition and enthusiasm, with the far-off look toward the future which never sees the intervening years of work and worry but always the distant glory. How shall we improve teaching? By believing in it ourselves, by stopping our dolorous talk about its hardships, its penury, its limitations, and by seeing with the clear vision of those who love its work and believe in its regenerating destinies the road that leads to supreme service, highest satisfaction, and most helpful accomplishment; by inviting the best of those whom we teach to enter a vocation second to none in the opportunity to live lives of contentment, of service, and of achievement—so shall we have better teaching.

A third measure that will contribute to good teaching is a somewhat better adjustment of teacher training given in departments of education to the everyday needs of the child. I am not one to complain of the colleges or of the type of educated product issuing therefrom. The magnificent college-trained young manhood and womanhood of our country speak for themselves. In one particular, however, there is need of a coming together of the departments of education and the public schools, since the greater number of those who graduate from the schools of education are to become the teachers of *just boys and girls* in the elementary or high schools. These young instructors need to understand thoroughly two things: first, that university methods, attitudes, and even standards, cannot be carried into the teaching of boys and girls; and second, that the emphasis must be placed upon the development of children rather than upon the development of subject-matter. We are starting now a general movement for more extended training of teachers. This is desirable, even necessary, because as general intelligence increases, teacher intelligence must increase apace. The mighty events of the last few years in which the youth of our Nation played their part heroically and in which our entire people participated have lifted the whole Nation as on the crest of a mighty wave far above the grade of pre-war intelligence. Every family has gained knowledge of peoples, races, lands, customs; of appliances, instruments, and modes of living of which formerly little was known. As from a mountain-top we have seen new worlds and the sweep of intelligence has broadened with the vision. Teacher intelli-

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[1] From an address before the Department of Superintendence, Atlantic City, New Jersey, March 2, 1921.

gence must be correspondingly enlarged so that there may be better teaching, more human teaching, teaching that takes cognizance of the way men actually live and which has a pre-vision of a better way. No cold, formal, intellectual, merely academic atmosphere can possibly meet the needs of the throbbing, almost feverish, living of today and tomorrow. Our departments of education must train men and women of sympathy and of understanding hearts who will care as much for the present life of the child and for his future fate as for the last jot and tittle of a finished recitation in a favorite subject. They must understand that the young have emotions as well as intellect and that unless these emotions are educated to right expression, they will turn and rend society.

Not less of classics, not less of science, of literature, and of art, but more of a human understanding of the heart of the young, beset with hard home conditions or imperiled by over-indulgent parents, or enthralled by social temptations, or galled by poverty, or humiliated by the consciousness of inferior capacity. For all such as these is the kingdom of Heaven and to that kingdom the young must be led through the medium of classics, art, science, and vocation, but always with the sympathetic help and guidance of teachers. In the better teaching of which I speak subjects shall become the humble servants of our children, and children shall not be sacrificed to subjects. By all means give us more extended teacher training, better informed, more intelligent teachers to measure up to the demands of the day. At the same time let the humanities become human; so shall they be glorified.

To have better teaching in the public schools, there must be an enlarged understanding of the aim of all teaching. Frankly, unhesitatingly, persistently, the young must be made to realize that public education implies a social partnership, precludes the selfish individualism of the exclusive, and imposes inescapable social and civic obligations upon the recipients thereof. Herein lies the most important essential in the training of teachers for public-school service. No longer should it be left to chance that teachers shall possess sufficiently generous and high-minded natures to train the children of the Nation into a comprehension of their obligations to society and to the State, and to inspire a spirit of service. The first business of all schools of education should be to insure an understanding on the part of those being trained of the place of public education in a republic. They must be definitely taught that the State is not concerned with education as a means for increasing the intelligence of the individual in order that he may the more successfully exploit society for his own selfish advantage, that the whole significance of education at the *public expense* lies in the mutual helpfulness of the educated and the offering of their combined efforts for the betterment of all. Unless teachers have themselves mastered these fundamental principles of their craft, they are not fit candidates for employment as teachers of present and prospective citizens.

Kindergartens for All

PRESIDENT HARDING

Because the kindergarten seems to me an effective means of providing early moral, social, and intellectual training, and promoting patriotism, I am hopeful that this educational advantage may presently be provided for all children of the Nation.—From a letter to Julian M. Gerard, Treasurer, National Kindergarten Association, March 23, 1921.

Other nations, through their systems of education, have been able to train up generations of men and women to become the slaves of even a base national ideal. Surely, the educators of America can grasp and formulate the noble principles and ideals of our national life and give that teacher training necessary to secure the transmission of them to the young. Certain it is that recent experiences should have taught us that teachers whose own notions of their responsibility to the Nation growing out of their place in the public schools are vague, undefined, and even indifferent, cannot be relied upon to teach our children those fundamentals which are essential to the strengthening and perpetuity of our national life. An occasional reminder to prospective teachers by those entrusted with their training that loyalty to country and reverence for the flag should be taught, will not suffice. What we need is a rich body of informative material to illuminate the whole subject of the responsibility of the individual to society and to the State.

Equally necessary is teacher training in the duty and the art of transmittin to the young through instruction an through school activities a gripping sens of the obligations and relations of eac to all and to that impersonal, yet, ever present reality—our country. Sporadi attempts of individuals to write accept able textbooks along the lines indicate will be abortive; courses of study skil fully adjusted to meet the needs of th better teaching of patriotism will no suffice. Through a unified, suitable, and adequate body of teaching material and through training, a new type of teaching and teacher must be produced—the teacher trained first of all to regard his work not as an individual, unrelated task, not as a group task in a single school, or in a system, but as a part of a great national program designed to interpret for the whole people through specific instruction given in the public schools the significance, the accomplishments, the possibilities, the necessities of our particular nationalism. The teaching must be consciously adapted to create in the young such dispositions and attitudes as will make them fit to live in a land such as ours as well as apt for its service. The instruction given to teachers to prepare them for this particular and supreme end in public education should be required of each normal school or department of education as a requisite for receiving State and Federal aid.

If France was able to stand fast with her word, "They shall not pass," it was because her children, grown to manhood, had been educated from their earliest years to a sense of the national danger and of the necessity of preparation and resistance to the death. So must America interpret *her* national aims and ideals and through unified instruction in the public schools establish in the hearts of her people a national defense.

This is my offering to the solving of the problem of better teaching: first, a better grouping of children in the public schools for instructional purposes; second, the securing of better teachers by the guiding of young persons of promise into the vocation; third, the better adaptation of teacher training in colleges and universities to the real needs of the public schools; and lastly, an understanding on the part of teachers of the place of public-school education in the national scheme together with ability to give instruction which shall contribute directly, constantly, and designedly to the security, the advancement, and the perpetuity of the Nation.

Department of Kindergarten Education

NINA C. VANDEWALKER

Specialist in Kindergarten Education, United States Bureau of Education, Washington, D. C.

THE DEPARTMENT of Kindergarten Education of the National Education Association dates back to the meeting held in Madison, Wisconsin, in 1884. At that time but six departments had been organized. The Department of Kindergarten Education was therefore the seventh, and the Department of Music Education, authorized the same year, the eighth to be created.

The kindergarten was at that time in the focus of public interest. It had attracted nation-wide attention by the experiment in St. Louis in 1873 to make it a part of the public-school system, and by the demonstration of its work and methods at the Philadelphia Exposition. As a result hundreds of kindergartens had been opened in different sections of the country, some private, some charitable, and some public. Seven cities—St. Louis, Missouri; Milwaukee, Wisconsin; Ft. Collins, Colorado; Des Moines, Iowa; Portland, Maine; Muskegon, Michigan; and La Porte, Indiana, had already made the kindergarten a part of the school system. Four State normal schools—those at Oshkosh, Wisconsin; Winona, Minnesota; Fredonia, New York; and Emporia, Kansas—had organized kindergarten training courses. These facts implied the endorsement of the kindergarten by the educational leaders of the country and pointed to the likelihood of its general acceptance as a part of the school system. The organization of the department was therefore timely, since it afforded the teachers of the country an opportunity to become acquainted with the principles and methods of kindergarten education. The organization in question was effected through the request of Dr. William N. Hailmann, that the Froebel League of North America be accepted as a department of the National Education Association. This request was granted, and since Dr. Hailmann was one of the leading exponents of the kindergarten he was elected president. The first meeting of the newly created department was held at Saratoga Springs the following year.

At this meeting the president said that the purpose of those who had petitioned for the creation of the department was not so much to increase the number of kindergartens as "to secure a thorough testing and sifting of kindergarten principles and methods and to devise ways and means for the full and generous application of what may be found valuable and available for the educational work of the school." This purpose necessarily included the building up and standardizing of the kindergartens themselves since they were neceessary for the study by which the value of the principles in question was to be determined. The makers of the department soon discovered the need of broadening its scope, since the principles that give the kindergarten value for the school also give it value for the life of the home and of the community. A glance at the programs presented from year to year shows them to have been of an unusually high order. To make them contribute directly to the general intelligence concerning the kindergarten the leaders of the movement have always been given an important place. Specialists in subjects which begin in the kindergarten, such as art and music, have frequently been invited to illustrate and discuss the right beginnings of their specialties in the kindergarten and to indicate the nature of the methods to be used in the grades. Every program has included one or more addresses by leaders of thought in the field of general education. A mere glance at the programs shows the names of Dr. William T. Harris, William N. Hailmann, Francis W. Parker, Frank Louis Soldan, M. V. O'Shea, Nicholas Murray Butler, Frederic Burke, Joseph E. Lee, Richard Watson Gilder, John Dewey, and others of equal rank. Their coöperation in the advancement of the kindergarten movement has been of great value.

As a whole the service which the department has given to the cause of education and to the National Education Association in the thirty-six years of its existence has been a creditable one. It has stood for definite things—the right of children below the age of six to a place in the school and an education based upon their needs at the successive stages of development as indicated by present day psychology; the utilization of children's interests and activities in educational procedure all along the line; and the consequent motivation of school work. It has been a clearing house for the exchange of educational ideas new and old, and has contributed not a little to the loosening of the hold of tradition

THIS is a kindergarten maintained by a coal and iron company in the mining district of Alabama. It is good business as well as good citizenship to develop carefully those upon whom the industry of the future must devolve.

upon school work and methods and the development of modern ideals and standards.

The present officers of the department are: President, Marion S. Hanckel, Richmond, Virginia; vice-president, Barbara Greenwood, Los Angeles, California; secretary, Anna H. Littell, Dayton, Ohio. Its officers recognize that the department has accomplished much for education but that much still remains to be done if the ideals which it was created to realize are to find expression in the schools of the country. They will therefore submit to the department at the Des Moines meeting a plan of reorganization which will admit of the election of a permanent secretary. This would make possible a continuity of plan and purpose from year to year, such as cannot be had when all the officers are elected for one year only.

The program for the Des Moines meeting is now in tentative form. The customary two sessions have been agreed upon and an outdoor gathering for story telling is in contemplation as a third. One session will be devoted in part to reports of the joint meeting of the International Kindergarten Union and the National Council of Primary Education at Atlantic City, and the annual meeting of the International Kindergarten Union in Detroit. The general topic for the second session will be THE UNIFICATION OF AIMS AND PRINCIPLES IN THE WORK OF THE KINDERGARTEN AND EARLY GRADES. There will be subtopics under this and speakers of national reputation are promised.

Ethics for Teachers[1]

THIS code is an application of the general principles of ethics to the special obligations, rights, and privileges of the teaching profession.

PROFESSIONAL ATTITUDE — EDUCATIONAL ATTITUDE—The highest obligation of every member of the teaching profession is due to those who are under his professional care.

COMPENSATION—The teaching profession should demand for each of its members that compensation which will enable him to render the most efficient service. To attain maximum efficiency the compensation must be sufficient to enable him to live upon a scale befitting his place in society, to permit the necessary expenditures for professional improvement, and to make proper provision for those dependent upon him, and for himself in his old age.

OPEN-MINDED STUDY OF EDUCATION—Every member of the profession should be a progressive student of education. To this end he should be a thoughtful reader of educational literature, should attend and participate in educational meetings, should engage in such experimentation and collection of data as will test the value of educational theories and aid in the establishment of a scientific basis for educational practice, and should be willing to give to his fellow members the benefit of his professional knowledge and experience.

CRITICISMS OF ASSOCIATES—(a) The motives for all criticism should be helpfulness and improvement. Adverse criticisms, known or heard, should not be made or repeated except to the one criticised, or to his superior with the full expectation that opportunity for explanation will be afforded. On the other hand, when corrupt and dishonorable practices are known to exist they should be fearlessly reported to the proper authorities. (b) Adverse comments and insinuations in regard to the work of a predecessor or of the teacher of previous grade are to be condemned.

APPOINTMENTS AND PROMOTIONS—(a) All appointments, promotions or advancements in salary should be obtained exclusively on merit. To this end it is proper for the candidate to make his qualifications known to the proper school authorities, either directly or through a teachers' agency. (b) A teacher should take no steps towards obtaining a specific position until he knows the position is vacant or about to become vacant. (c) No teacher should secure an offer elsewhere for the sole purpose of using it as a means to obtain an increase of salary in his present position. (d) Upon accepting appointments in a given district a teacher should notify all other districts to which letters of application have been sent. (e) Whenever a superintendent is seeking a teacher in another district he should inform the superintendent or the proper officials of the district, but a superintendent's reluctance to part with a teacher should not deprive the teacher of an opportunity for deserved advancement.

CONTRACT OBLIGATIONS — A teacher should never violate a contract. Unless the consent of the employing body is obtained releasing the obligation, the contract should be fulfilled. On the other hand, when a teacher is offered a better position elsewhere it is against the best interests of the schools to stand in the way of the teacher's advancement by arbitrary insistence upon the terms of a needlessly rigid contract, if the place can be satisfactorily filled.

DEMOCRACY IN THE DEVELOPMENT OF SCHOOL PLAN — The superintendent should be recognized as the professional leader of the school system. Each member of the system should be given opportunity to collaborate in the solution of professional problems; but when a policy is finally determined, it should be loyally supported by all.

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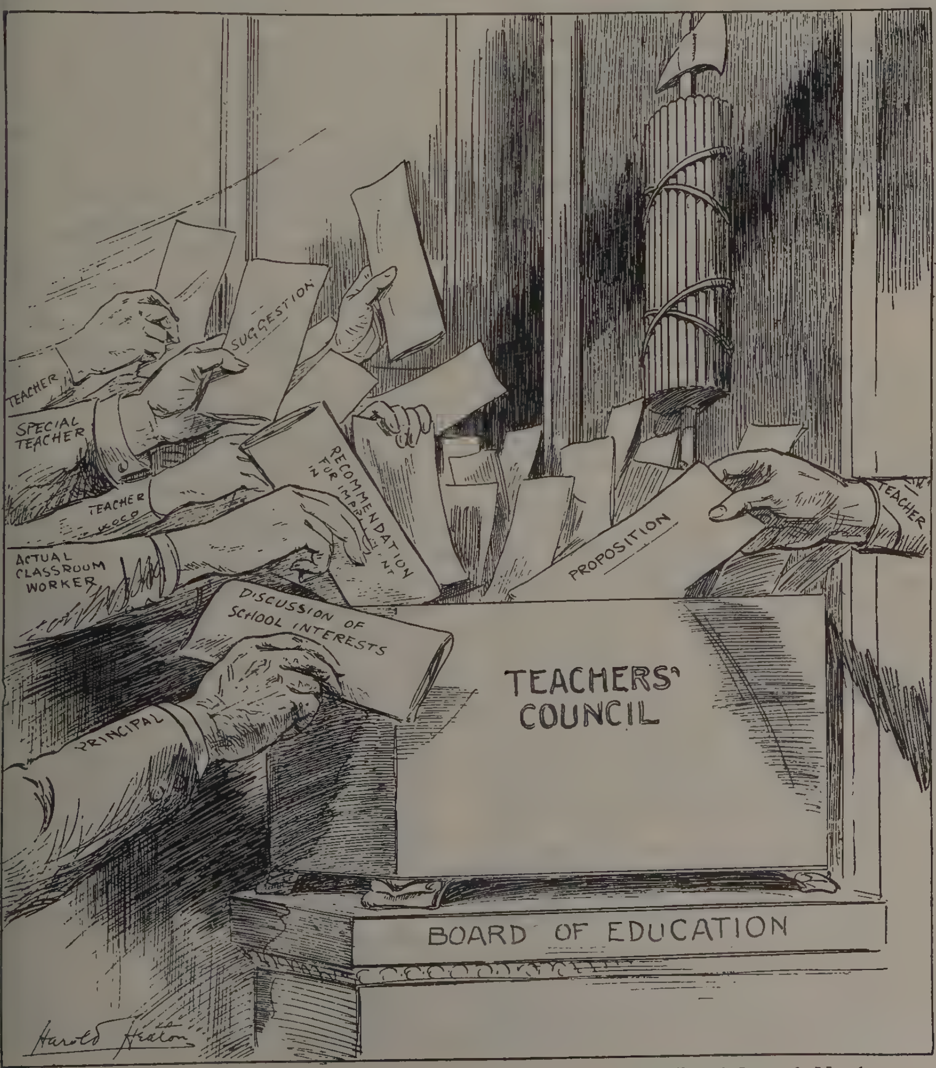
[1] This code of ethics for the teaching profession was adopted by the Pennsylvania State Educational Association at its meeting in December, 1920, and appeared in the *Pennsylvania School Journal*, February, 1921.

RELATIONS BETWEEN SUPERVISORY OFFICERS AND TEACHERS—(a) Coöperation, loyalty, and sincerity should characterize all relations between supervisory officers and teachers. (b) Each teacher is entitled from time to time to statements of his professional record, whether favorable or unfavorable, and may properly make requests for such statements. Moreover, every teacher whose reëmployment is not intended should be given timely notice. (c) A supervisor of classroom work should observe the following ethical principles in relation to the teachers whose work he observes professionally: He should express an opinion upon the work observed following each professional visit. He should recommend ways to remove every fault pointed out and allow reasonable opportunity for improvement. He should not criticize a teacher before other teachers or before pupils. He should just as certainly and just as unfailingly point out the excellencies as the faults of the work observed. He should give ample opportunity for conference previous to observation of the teacher's work. (d) A superintendent or other supervisory officer should be ready and willing at any time to answer official inquiries from prospective employers concerning the qualifications of any teacher under him, and should be willing to write to any interested party at the request of a teacher, giving a statement of the teacher's professional record under him, but evasive or equivocal letters of recommendation should not be given.

RELATIONS TO PARENTS—(a) Teachers should maintain coöperative relations with parents and should meet criticism with open-mindedness and courtesy. (b) Teachers should not discuss the physical, mental, moral, or financial limitations of their pupils in such a way as to embarrass the pupils or parents unnecessarily. Nevertheless they should exercise the utmost candor, as well as tact, in their communications with parents on matters of real importance. Information concerning the home conditions of the pupils should be held in confidence by the teachers.



—From the *American School Board Journal*, March, 1921

RELATIONS TO PUBLISHERS AND SUPPLY HOUSES—No member of the profession should act as an agent, or receive a commission, a royalty, or anything else of value, for any books or supplies in the purchase of which he exercises official decision.

TEACHERS' AGENCIES—The profession should unhesitatingly condemn teachers' agencies that encourage teachers to break their contracts, that work for the appointment or promotion of unqualified teachers, or that make recommendations for positions not known positively to be vacant. Any member of the profession who has knowledge of such action should report it to the Commission on Professional Ethics.

LOYALTY TO SCHOOL BOARDS—(a) It is the duty of every member of the profession in a school system to recognize the legal authority of the board of directors and to be loyal to its policies established in accordance therewith. (b) If, however, the attitude of a school board should clearly and persistently be such as to prevent the members of the profession employed by it from serving the best interests of the pupils, and if repeated efforts to remedy the situation have been without avail, then an appeal should be made to the Commission on Professional Ethics.

COMMISSION ON PROFESSIONAL ETHICS—(a) There should be a Commission on Professional Ethics operating under the Pennsylvania State Educational Association. This commission shall consist of the president of the association *ex officio* and four members of the profession, appointed by the president, with terms of four years each, one term expiring on July first each year. (b) It shall be the duty of this commission to study the various problems of professional ethics arising from time to time, to give to inquiring members of the profession its interpretation of the meaning of various principles in this code, to arrange for investigations rendered advisable in connection with this code, to take such action in regard to their findings as may be deemed wise, to make recommendations to the State Association as to amendments or additions to the code, and in general to have oversight of all questions arising in connection with the ethics of the teaching profession within the State.

Plan to attend the Des Moines meeting of the Association July 4-9. It will be the first meeting of the reorganized association.

The Journal *of the* National Education Association

Published monthly except July and August by the National Education Association of the United States.

Fred M. Hunter *President* **J. W. Crabtree** *Secretary*

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

Subscription to non-members is $2.00 per year; single copies, 25 cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

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An Appeal For Our Public Schools

THIS IS no time for extravagance in governmental expenditures. Appropriations should be carefully scrutinized and all unnecessary items eliminated. The times demand the application of the best business principles in the conduct of public affairs.

However, there can be no retrenchment in the support of education. Money wisely expended for this purpose is an investment in citizenship and an insurance against the revolutionary conditions which exist in countries whose peoples are ignorant and illiterate.

Our free public school system is an integral part of our free government, essential to its life and prosperity. The only secure foundation for democracy is an enlightened and intelligent electorate. A government of the people and by the people can be no better and no stronger than the composite citizenship of which it is constituted.

This fact was recognized by the far-seeing statesmen who founded this Nation. William Penn declared that the only way to preserve free government was by the education of all its citizens, "for which," said he, "spare no cost, for by such parsimony all that is saved is lost." Washington urged his countrymen "to promote as objects of primary importance institutions for the general diffusion of knowledge." Jefferson, Adams, and Madison taught that the education of all the people furnishes the greatest safeguard for our free institutions.

The greatest need of our country today is competent, well-qualified teachers to train the future citizens of the Nation. We must get rid of the incompetent and unprepared in our public schools. The schools of tomorrow should be taught only by the best, and the profession of teaching must be made so inviting that it will attract and hold the best. Any reduction in the salaries of teachers or any failure properly to appreciate the importance of education will turn from the teaching profession those young men and women now preparing for their life's work who should be secured for this most important field of public service.

Let us cut down expenditures for luxuries. Let us reduce appropriations wherever it can be done with safety, but for the perpetuity of those ideals and principles which are nearest to the hearts of the American people, there can be no backward step in the development of a strong, intelligent, patriotic citizenry, upon whom must depend the preservation of the things for which we have made such sacrifice in blood and treasure. The hope of America is in her free public schools. To elevate their standards and promote their efficiency should be the purpose of every American statesman and citizen.

Educational Bill Reintroduced

THE EDUCATIONAL BILL was introduced by Congressman Towner on April 11, the opening day of the special session of the Sixty-seventh Congress. It will be known as H. R. 7. The bill has been carefully revised. Its phraseology is so clear and definite with respect to the preservation of State and local control of education that it cannot be twisted to permit Federal control. The section which carried the appropriation of one hundred million dollars is eliminated, and the separate appropriations authorized for the five specific purposes are independently set forth. A feature of the revised bill is the creation of a National Council on Education to consult and advise with the Secretary of Education. This Council is composed of the chief educational authority of each State, ex-officio, and not to exceed twenty-five educators representing the different interests in education, and not to exceed twenty-five persons, not educators, representing the public, to be appointed annually by the Secretary of Education, to meet once each year at the call of the Secretary of Education for conference on the promotion of education throughout the Nation. Copies of the revised bill will be furnished free by the National Education Association. Its passage by the Sixty-seventh Congress is confidently expected.

Money for Education

SOME SCHOOL OFFICERS are being placed in a hard position. They seem to be caught between the demands of teachers for adequate salaries, the clamor for lower taxes, the eagerness of city administration to make a showing for economy, and their own desire to be level-headed business men.

Prices have gone down during the past few months. They may or may not reach lower levels. Many business men believe that a period of rising prices is soon to begin. However that may be, there are one or two outstanding facts that should not be overlooked. There is enough money in the country to support education on an adequate basis. The sum required for this primary activity is less than that spent for any one of a score of the luxuries of life which are vastly less important than education, upon the effectiveness of which depends the safety of everything Americans hold most dear. This fact must be kept before the people. No amount of material gain can take the place of the precious promise of childhood. Schools were much undersupported before the war. Except in a few communities, salaries have not been put up to any satisfactory standard since that date.

The present is no time to retrench in education. "Forward march!" in finance, in professional training, and in personal faith is the slogan for all educational workers until there is a well-trained teacher in hearty accord with American ideals in every public-school position in the United States.

Our Advertisers

THE FIRMS that have taken space in the JOURNAL since it opened its columns to advertising with the January number deserve the appreciation and support of all members of the Association. They have helped to make the JOURNAL what it is and in so doing have promoted the cause of education. The advertising columns of the modern magazine are second in importance only to the text itself. The up-to-date firm elieves in intelligent, well-placed adertising as the basis of its selling camaign. The alert school officer reads he advertisements because he knows hat through them he can get the latest ord from the best professional and usiness talent of the country.

The Closing Weeks

"ALL'S WELL that ends well" is as applicable in education as elsehere. May marks the beginning of e closing stretch of the school year. his last lap is a period of unusual opportunity for every teacher and school supervisor. It is a time for rounding out the work of the year—a time for deepening the impression in the minds of pupils and public that education is richly worth while. The quality of the work and the teacher's attitude toward her task during the closing weeks will largely determine whether or not many pupils will continue their education and whether or not many parents will pay willingly and gladly the larger price that must be paid if adequate provision is to be made for equipment and teachers' salaries.

The Spirit of Unity

THERE IS something that inspires and commands respect in the spirit hich impels men to lay aside their inividual interests and to unite in behalf the greater cause. It is in consequence such spirit that democratic civilization lvances. The history of the National ducation Association is rich in examples this spirit of coöperation. Perhaps ere is no finer instance of it than the eeting of 1870, when the leaders of ree educational organizations, not one which had yet obtained much recogtion from the press or the political leadship of the Nation, found common ound in one of these organizations for e revitalized association which is today ır widely influential National Assoation.

The National Teachers' Association as formed in 1857 under the leaderip of Thomas W. Valentine and D. B. agar. That year may well be taken marking the birth of the National nsciousness among educational leaders. he ones who had the vision were few, ıt they inspired enough others to make beginning. The address of William ussell, editor of *American Journal of ducation,* on NATIONAL ORGANIZAON OF TEACHERS, read at that first eeting, is full of statements of purse which are as true and as applicable day as they were then. For example, The personal interest of every indidual who pursues the calling, or who eans to adopt it, is concerned in every easure which tends to elevate its charter or extend its usefulness." [1]

The American Normal School Assoation was organized at Norwich, Concticut, in August, 1858.[2] It had met nually with the National Teachers' ssociation since 1866 and was laying e foundation for the appreciation of the importance of special training for teaching and for the scientific study of teaching problems which underlies much of our educational progress.

The National Association of School Superintendents was organized during the session of the National Teachers' Association at Harrisburg, Pennsylvania, in August, 1865. In 1866 it held two meetings: one in Washington, D. C., in February, and the other in August at Indianapolis in connection with the National Teachers' Association. This practice of holding two meetings each year was continued up to the time of reorganization.[3]

These were the associations which had grown up when the leaven of coöperation began its work, and D. B. Hagar in his address in 1870 as president of the National Teachers' Association said, "Blending the three associations into one, we can preserve the advantages of each, and at the same time establish on a broad foundation an organization grand in its proportions, comprehensive in its objects, and powerful in its operations." [4]

The great achievement of the meeting of 1870 was in this quickened loyalty to the larger cause, but another feature of the meeting marks a significant phase in the growth of the Association—a phase probably no less significant and far-reaching in its results than the reorganization at Salt Lake City in 1920. This was the recognition of the fact that every educational leader has two sets of interests—one a general interest in the universal principles that underlie all education; the other a specific interest in the peculiar phase of educational activity to which he has chosen to devote his life. Without the broader interest, uniting every educational worker, education could not hope to become a democratic and a universal thing which would command the respect of the entire people. Without the peculiar interests education could not develop that effectiveness of application and technique needed to hold popular support once it had been won. A great unifying national educational congress was necessary, but no more essential than the development of fellowship and common purpose in each of the special fields. The meeting of 1870 found the solution in the departmental type of organization. It retained the ideal of the general meeting, but provided the Department of School Superintendence to continue the work of the former association of superintendents, and the Department of Normal Schools to carry on the work in promotion of teacher-training that its predecessor had begun. There were two special interests not yet recognized for which new departments were created at this meeting—elementary education and higher education, with no less a man than Charles W. Eliot at the head of the latter.

Twenty-one departments now represent special phases of education at the Association's meetings and have their proceedings printed in its annual volume. Over a score of special organizations interested in other specific phases of education meet at the same time and share the pages of the Association's program and the work of its publicity organization.

The central organization has likewise grown. For many years the attendance had not exceeded 400 members,[5] but as the place of the Association in the National life came to be more clearly recognized by such organizers and leaders as Thomas W. Bicknell, who was president in 1884, the enrolment began the rapid upward climb which now has exceeded 60,000 and which should not cease until half the teachers of the land have made themselves a part of the movement for enlightened democracy. Only thus can teachers present their educational ideals to the public with such dynamic and compelling force that they will become the common property of the Nation.

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[1] Proceedings of the National Teachers' Association . . . . reprinted from Barnard's *American Journal of Education* with additions, Vol. 1, 1857, Barden (1909), p. 16.
[2] N. E. A. Fiftieth Anniversary Volume, p. 524.
[3] Ibid., p. 524.
[4] Addresses and Journal of Proceedings of the American Normal School and the National Teachers' Associations, Cleveland, Ohio, 1870, p. 95.
[5] Fiftieth Anniversary Volume, p. 528.

New Report on School Conditions[1]

TENS OF THOUSANDS of school children are now housed in insanitary or dangerous buildings; 1,800,000 children have a playground space of less than thirty-four square feet and hundreds of thousands of other children are attending school only part time or are sitting in classes that are too large for effective work, according to a study recently made of conditions in 429 cities of 8000 population or over by the American City Bureau.

This inquiry is one of a series which seeks to interest the public in the problems of the schools. The increase in average daily attendance in the 429 cities studied is 21 per cent for the six-year period ended 1919-20. During the same period elementary-school attendance has increased 17 per cent, while attendance in kindergartens has increased 30 per cent. The Great Plains cities are furnishing kindergartens for a larger per cent of their children than are the cities of any other geographical group.

Junior high-school attendance increased seven times during the six-year period and promises to continue to develop rapidly. In spite of the number of students taken from senior high schools by the development of the junior schools, these schools have increased in attendance during the period studied 39 per cent for the entire country, 59 per cent in the South, 55 per cent in the Great Lakes cities, and only 18 per cent in the Great Plains cities.

Evening-school attendance has fallen off 21 per cent under the influence of the competition of high wages which prevailed during the six years covered by the report.

One of the striking facts revealed by the study is the large number of children who leave the public schools between the ages of thirteen and sixteen. "According to the reports from 290 cities 6 per cent of the children have left school before their thirteenth year, 19 per cent before fourteen, 38 per cent before fifteen, and 64 per cent before they are sixteen years of age.

"In the geographical groups, the highest per cent of these children remain in school in the Western cities. Of the children fourteen years old 86 per cent, of those fifteen years old 69 per cent, and of those sixteen years old 49 per cent are in school. Only one-third of the children of these ages combined leave school. Next in order are the Great Plains cities, then the Southern, the Great Lakes, and lowest of all are the Eastern cities. In this last group only 29 per cent of the children sixteen years of age, and 56 per cent of those from fourteen to sixteen years, inclusive, are in school."

"These cities vary widely in their tax rate for school purposes and in their annual expenditure per pupil attendi school. The median tax rate allowe for school purposes is $15 per thousa of the assessed valuation. Half of the cities allow a rate between nine ar twenty-five dollars per thousand. T range for all cities reporting is fro $1.60 to $60."

SECOND PART OF THE REPORT—Th part of the report gives certain facts f each of the cities which participated i the survey. It is possible from th tables given to obtain the relative stanc ing of the various cities with referen to date of construction of the buildin which houses the median child, numbe of rooms in the median elementar school building, the type of the media building, number of square feet of pla ground per median child, per cent o increase in attendance during six yea for elementary and senior high school number of pupils in the median class o elementary and senior high schools, th actual number and the per cent of pupi housed in unfit buildings, the number o pupils on half time, the average annu expenditure per pupil, and the rank o the city with reference to each of s items.

By consulting the table below it i possible to compare conditions in an city with those in other cities of its clas

ESSENTIAL FACTS—FIFTEEN GEOGRAPHICAL AND SIZE GROUPS

Groups of Cities	Increase in Attendance, 1913-1914 to 1919-1920 Entire School Systems (Per Cent)	Per Cent of Sixteen-Year-Old Children in School	Cities Able to Furnish Public School Enrolment by Ages (Per Cent)	Number of Pupils in Median Elementary School Class	Number of Pupils in Median Senior High School Class	Number of Square Feet of Playground Space per Median Child	Number of Rooms in Median School Building
Small Eastern	16	41	72	36	24	68	8
Middle Eastern	23	35	67	36	26	36	10
Large Eastern	16	23	57	40	28	11	14
Small Southern	29	35	67	33	24	82	8
Middle Southern	42	39	50	39	25	39	11
Large Southern	17	55	67	37	25	108	11
Small Gt. Lakes	28	50	68	34	24	99	8
Middle Gt. Lakes	31	41	69	36	23	76	10
Large Gt. Lakes	24	29	67	39	24	38	19
Small Gt. Plains	24	59	79	36	23	146	9
Middle Gt. Plains	40	32	40	34	25	82	11
Large Gt. Plains	18	44	88	42	26	65	15
Small Western	24	54	56	33	24	176	8
Middle Western	31	53	55	35	26	148	8
Large Western	27	44	83	36	24	106	15

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[1] This report is the second of a series published for the National Committee for Chamber of Commerce coöperation with the Public Schools by the American City Bureau. This Committee was organized in February, 1920, for the purpose of inquiring into the conditions of urban schools and assisting, through the coöperation of civic and commercial organizations with city school officials, the study and development of the local school program upon a basis of carefully assembled facts. The first report of the Committee, summarized in the January JOURNAL, presented the facts about salaries, training, and experience of teachers in American cities. There is now under way a survey on revenue and expenditure and the educational program of urban public schools. The report here summarized has been prepared under the direction of the executive committee, representing the larger committee. The compilation of the statistics and the preparation of the report has been done by J. R. McGaughy. Single copies may be had postpaid for 20 cents; ten or more copies for 15 cents each. Orders should be sent to Fred A. Richardson, Executive Secretary, American City Bureau, Tribune Building, New York City.

EDUCATIONAL ADVANCE

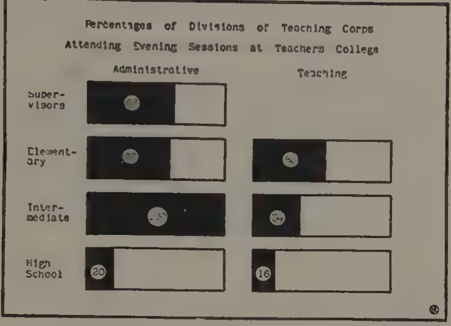
esults of Character Education Re-earch in Hands of Judges—In the Iarch JOURNAL it was announced that e national research among educators r the best method of character educa-on in the public schools, which carries n award of $20,000, had closed at mid-ght February 22.

Twenty-seven State chairmen com-eted plans and sent the manuscripts to disinterested "outsider," who had been esignated to receive and number them r identification after the award. The llection includes two bound type-ritten volumes with printed cover tles, containing 218 and 287 pages spectively. Other plans range in ngth from six to 310 pages, making a rand total of 2,189 pages of carefully epared material.

The work of judging will be accom-ished as early as possible and the ma-rial made available for general study. board of three judges, made up of rectors of the Character Education stitution, from States which have not rnished plans and approved by chair-en in the States competing will make e award.

nternational Kindergarten Union ill hold its twenty-eighth annual meet-g in Detroit, Michigan, May 2-6, 921, with headquarters at the Hotel atler. A strong program has been ranged. Nina C. Vandewalker, spe-alist in kindergarten education, United ates Bureau of Education, Washing-n, D. C., is president.

labama—Thomas E. Benner, statis-cian in the State department of educa-on, has made a comparative study of hite and colored rural elementary hools of the 67 counties of Alabama. he printed report is so arranged as to esent the facts in a simple and forceful anner, leaving the reader to draw his vn conclusions. Following the method sed by Dr. Ayres in working out *An dex Number for State School Systems,* Ir. Benner has scored the educational hievement of each county and has ven it an index number and relative nk for both white and colored rural ementary schools. Among the white hools Montgomery County ranks first with an index number of 75.2. Among the colored schools, Jefferson County ranks first with an index number of 48.4. The lowest index number is 38 for the white schools and 11.2 for colored schools.



MORE THAN FIFTY PER CENT of the 4,332 teachers and administrative officials of the Detroit schools attend night school each week, according to the Detroit Educational Bulletin for March. The administrative group, as shown by the above chart, has the largest percentage of attendance.

Kansas City's Notable Achievement

BY A VOTE of thirteen to one Kansas City carried on April 2 a school bond issue of $5,000,000. *Ira I. Cammack is superintendent of schools.*

Maine—*The Maine State School Bulletin* for February contains a picture of the headquarters of the National Education Association and an account of the work which the Association is doing.

State Superintendent A. O. Thomas has directed a letter to the superintendents of Maine, urging better support for education and giving information which will aid school officers in presenting the question of appropriations to budget committees and school committees in preparation for the annual school meeting. Some average salaries for Maine teachers during 1920-21 are elementary teachers, $703; men high-school teachers, $1776; women high-school teachers, $1117; superintendents, $2081.

North Carolina—The appropriation given the North Carolina Library Commission by the recent legislature was $17,500, which is more than double the annual appropriation hitherto. Mary E. Palmer is secretary of the commission.

New York—Three New York daily newspapers sent their school editors as special full-time representatives to Atlantic City to report the Department of Superintendence meeting. Dr. W. Carson Ryan, Jr., represented the New York *Evening Post;* T. W. Metcalfe, *The Globe;* and Jacob Jacowitz, *The Evening Mail.*

Ohio—The March number of the *Ohio Teacher* devotes sixteen pages to addresses given at the Atlantic City meeting and the work of the National Education Association. In addition to the addresses printed, there is an editorial on the Smith-Towner bill, a picture of N. E. A. headquarters, the platform of the National Education Association, and an announcement of the summer meeting. Dr. Henry G. Williams, of Columbus, is editor.

Virginia—The most important recent educational event in Virginia is the adoption by the voters of the State of the three amendments to the constitution. Constitutional limitations had prevented the political and educational sub-divisions of the State from appropriating the funds and making the administrative changes that were necessary for the proper development and maintenance of the public schools.

To remedy these conditions, State Superintendent Harris Hart urged the adoption of three amendments to the constitution as follows:

First, an amendment providing that in each school district there shall be *not more than* three trustees, selected in a manner and for a term to be prescribed by law, and that men and women may serve as trustees. Before the adoption of this amendment, the constitution provided that "each magisterial district shall constitute a separate school district, and in each school district there shall be three trustees. Under this provision, the State had more than six hundred units of operation, each one bounded by its district lines and controlled by a local district board. Under the amendment, the General Assembly of the State is free to pass a statute reducing the number of school trustees and forming the county rather than the magisterial district as the unit of operation.

Second, an amendment providing that the aggregate of county and district taxes for school purposes shall not exceed a maximum to be fixed by law. Before the adoption of this amendment, the constitution provided that the aggregate of such taxes should not exceed five mills, or fifty cents on the hundred dollars' valuation. Under this provision, localities which were willing and anxious to raise by taxation the money that was needed by the schools could not do so because they had long since reached the constitutional limit. The amendment makes it possible for the people of the State, through their representatives in the General Assembly, to fix what limit they desire.

Third, an amendment providing that the General Assembly may, in its discretion, provide for the compulsory education of children of school age. Before the adoption of this amendment, the constitution provided that the General Assembly might, in its discretion, provide for the compulsory education of school children between the ages of eight and twelve, "except such as are weak in body or mind, or can read and write, or are attending private schools, or are excused for cause by district school trustees." The amendment does not provide for compulsory education, but it does make it possible for the General Assembly to pass a sane and effective compulsory education law (which was not possible under the former provision) when the condition of the school system seems to warrant it.

In Virginia, amendments to the constitution must be agreed to by a majority of the members of each of the two houses of the State General Assembly, then published and referred to the next General Assembly, and then, if the second General Assembly approves them, referred to the electorate. The above three amendments were passed by the General Assemblies of 1918 and of 1920 and submitted to the people in the general election of November, 1920.

During the past fifteen years emphasis has been placed in Virginia on the development of secondary schools.

Washington—President Ralph W. Swetman of the Washington Educational Association reports that the first meeting of the representative assembly of the association was held in Tacoma on February 9 and 10, 1921. All of the associations in the cities and normal schools and twenty-seven of the county associations were represented. The representative assembly voted that the association publish a monthly journal beginning September, 1921, providing conditions are favorable in the judgment of the executive committee; that the executive committee choose N. E. A. delegat from among persons who volunteer to a tend the Des Moines meeting.

The Inland Empire Teachers' Association met at Spokane, March 30–3 and April 1. President Orville C Pratt, of Spokane, Washington, pr sided over the sessions.

ENROLMENT *and* AFFILIATION

Completed Enrolments

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the April JOURNAL:

ALBION, NEBR., *Albion City Schools,* L. J. Surface, Superintendent.

ALTOONA, WIS., *Altoona Public Schools,* Lillia Johnson, County Superintendent.

BLOOMINGTON, IND., *Bloomington Junior High School,* C. R. Clayton, Principal.

BRIDGETON, N. J., *Buttonwood School,* J. J. Munger, County Superintendent.

CASTLE HILL, MAINE, *Public Schools of the Town of Castle Hill,* Elmer H. Webber, Superintendent.

CENTRALIA, ILL., *Central School,* Mrs. Martha Watson, Principal; *Irving School,* C. Marguerite Morse, Principal; *Franklin School,* Ethel Weaver, Principal.

CHAMPAIGN, ILL., *Avenue School.*

CHAPMAN, MAINE, *Public Schools of the Town of Chapman,* Elmer H. Webber, Superintendent.

CHICAGO HEIGHTS, ILL., *Garfield School,* Mary Van Dyke.

CINCINNATI, OHIO, *Continuation School,* Mary M. Conway, Director; *Kennedy-Silverton School,* W. Q. Brown, Principal; *Stowe School,* Jennie V. Porter; *Winton Place School,* W. H. Maddux, Principal.

COLORADO, SPRINGS, COLO., *Helen Hunt School,* Edna Kinder, Principal; *Longfellow School,* Nellie A. Remick, Principal; *School for the Deaf and Blind; Washington School,* Nellie A. Remick, Principal.

DECATUR, ILL., *Roach School,* Mary Margaret Rooch, Principal; *Ulrich School,* Eda Hunter, Principal.

DETROIT, MICH., *Alger School,* Alice H. McAdam, Principal; *Amos School,* Katherine Hardie, Principal; *Angell School,* Margaret R. MacCulloch, Principal; *Bacon School,* James H. Voorhees, Principal; *Bagley School,* Helen W. McKerrow, Principal; *Barstow School,* George Birkam, Principal; *Beard School,* John Loeffler, Principal; *Bellefontaine School,* Marion D. Fairbairn, Principal; *Bennett School,* Clara Roat, Principal; *Berry School,* Minnie Hardy, Principal; *Bishop School,* Thomas Gunn, Principal; *Breitmeyer School,* Eleanor S. Dessotell, Principal; *Brownson School,* William A. Ellis, Principal; *Burton School,* Flora M. Miller, Principal; *Campau School,* Frances Yeager, Principal; *Campbell School,* Dorothy Dawson, Principal; *Capron School,* Wilma K. Everest, Principal *Carpenter School,* Erma Engel, Principal *Carstens School,* James G. Lake, Principal; *Cary School,* T. P. Twiggs, Principal; *Cass Technical High School,* Benjamin F. Comfort, Principal; *Centra High School,* David Mackenzie, Principal *Chandler School,* Amelia C. Smith, Principal; *Chaney School,* Clara B. Reekie Principal; *Clay School,* Flora M. Miller Principal; *Clinton School,* Mary A Mahoney, Principal; *Clippert School* Inez Caswell, Principal; *Columbia School,* Rachel McKinney, Principal *Condon Junior High School (Intermediate),* Alphonso Cotter, Principal; *Coope School,* Leila P. Best, Principal; *Craf School,* Marietta Wilmarth, Principal *Crosman School,* Lotta V. McGregor Principal; *Davison School,* John Redden Principal; *Dexter School,* Earl Laing Principal; *Dickinson School,* John Redden, Principal; *Dixon School,* Bell Stuart, Principal; *Doty School,* M. Emmett Weatherby, Principal; *Duffiel School,* William A. Ellis, Principal *Dwyer School,* Guy Bates, Principal *Eastern High School,* LaVerne B. Mann Principal; *Edgewood School,* Ira F. Arehart, Principal; *Ellis School,* Walter I Bloom, Principal; *Estabrook School* Cora L. Peel, Principal; *Everett School* Mary M. Mahony, Principal; *Fairbanks School,* Carl J. Barlow, Principal; *Farran School,* Mary Brown, Principal; *Ferr School,* May De Manigold, Principal *Field School,* Janet Mackenzie, Principal *Firnane School,* Robert Forner, Principal *Franklin School,* Grant Gordon. Principal *Garfield School,* Edward J. Gunn, Principal *Franklin Street Settlement School; George School,* Ada Beverley, Principal *Gershom Settlement School; Gillie School,* Marion D. Fairbairn, Principal *Goldberg School,* Frances S. Hardie Principal; *Grayling School,* Theron A Gladden, Principal; *Greenfield Par School,* W. H. Allmendinger, Principal *Greenfield Union School,* Theron A. Gladden, Principal; *Greusel School,* Norman Arthur, Principal; *Hancock School* Mathilda Weideman, Principal; *Hanneman School,* Helen Baker, Principal *Harms School,* Elizabeth A. Lantz, Principal, *Harris School,* Elizabeth Meyers Principal; *Hely School,* Norah L. Egan Principal; *Higgins School,* Herman Browe, Principal; *Hillger School,* Henrietta Robinson, Principal; *A. L. Holme School,* Amy Rosenthal, Acting Principal *O. W. Holmes School,* Walter E. Dixon Principal; *Houghton School,* Ora H. Vandenberg, Principal; *Howe School,* Anna Maher, Principal; *Hubbard School,* Ma Sullivan, Principal; *Hutchinson School* E. A. Burke, Principal; *Irving School*

May Pringle, Principal; *Ives School,* Clara E. McConnell, Principal; *Jackson School,* Robert Forner, Principal; *Jefferson School,* George Parker, Principal; *Johnston School; Jones School,* Emma E. Coughlan, Principal; *Joyce Intermediate School,* Emmett E. Dohany, Principal; *Junior College,* David Mackenzie, Dean; *Junior Continuation Girls' and Trade Dressmaking School; Keating School,* Amelia Durst, Acting Principal; *Kennedy School,* Sophie Bachman, Principal; *Leland School,* Isabel Balfour, Principal; *Lillibridge School,* William Lightbody, Principal; *Lincoln School,* Roy W. Stevens, Principal; *Lingemann School,* John Merrill, Principal; *Logan School,* Mary Dunphy, Principal; *Longfellow School,* Jane Smith, Principal; *Lonyo School,* Walter E. Dixon, Principal; *Lynch School,* James H. Voorhees, Principal; *Lyon School,* Alice Donovan, Principal; *Lyster School,* May Carroll, Principal; *Lyster School Annex; Majeske School,* Ella Fitzgerald, Principal; *Marcy School,* Margaret A. Holmes, Principal; *Marr School,* Jennie M. Fleming, Principal; *Marxhausen School,* Inez Kepperling, Principal; *Maybee School,* Edith Yendall, Principal; *Maybury School,* Augusta D. Schrader, Principal; *McGraw School,* Esther J. Cousins, Principal; *McKinley School,* Catherine Wineman, Principal; *McKinstry School,* Lillian Morley, Principal; *McMichael Intermediate School,* B. J. Rivett, Principal; *McMillan School,* Frank N. Steel, Principal; *Monteith School,* Hortense Burns, Principal; *Moore School,* Donald C. Gordon, Principal; *Morley School,* Mary A. Alt, Principal; *Neinas Intermediate School,* Edward J. Fox, Principal; *Newberry School,* Jean Lannin, Principal; *Nichols School,* Cynthia M. Chamberlain, Principal; *Nordstrum High School,* George W. Murdoch, Principal; *Northeastern High School,* Charles M. Novak, Principal; *Northern High School,* Edwin L. Miller, Principal; *Northwestern High School,* B. J. Rivett, Principal; *Nórvell Intermediate School,* Benjamin A. Nolan, Principal; *Open-Air School; Owen School,* Virginia S. Thorne, Principal; *Palmer School,* Margaret Lanehan, Principal; *Parke School,* Kitty Moynahan, Principal; *Philip School,* James A. Lake, Principal; *Pierce School,* James H. Voorhees, Principal; *Pingree School,* Fanny Boston, Principal; *Pitcher School,* Mary Dean, Principal; *Poe School,* Frances Bockheim, Principal; *Potter School,* Clara B. Reekie, Principal; *Preston School,* Anna M. Charbonneau, Principal; *Ravenswood School,* Earl Laing, Principal; *Roberts School,* James M. Mandeville, Principal; *Roosevelt Field School; Rose School,* Garfield Nichols, Principal; *Roulo School,* Clara Roat, Principal; *Russell School,* George R. Berkaw, Principal; *Ruthruff School,* Earl Laing, Principal; *Sampson School,* Madeline E. Holmes, Principal; *School for the Deaf,* Gertrude Van Adestine, Principal; *Scripps School,* Dora R. Teagan, Principal; *Sill School,* Esther Hamilton, Principal; *Smith School,* Adelaide M. Wilson, Principal; *Southeastern High School,* Joseph H. Corns, Principal; *Speech Department; St. Clair School,* Meta Ross, Principal; *Stephens School,* Hiram W. Miller, Principal; *Supervisors; Tappan School,* Helen W. McKerrow, Principal; *Teachers College,* S. A. Courtis, Dean; *Thirkell School,* Alice E. Robison, Principal; *Thomas School,* Adelia Richardson, Principal; *Tilden School,* Alice Hart, Principal; *Trade Dressmaking School; Trombley School,* Inez Kepperling, Principal; *Trowbridge School,* John Belisle, Principal; *Turner School,* Earl Laing, Principal; *Van Dyke School,* Ine M. Welch, Principal; *Washington School,* Jas. M. Mandeville, Principal; *Webster School,* T. Dale Cooke, Principal; *Western High School,* Ivan E. Chapman, Principal; *Wilkins High School of Commerce,* James L. Holtsclaw, Principal; *Williams School,* Amelia M. Stark, Principal; *Wilson School,* Will Curtiss, Principal; *Wingert School,* Ethel E. Egeler, Acting Principal; *Winterhalter School,* Vera Welch, Matron.

Needs of Education

JAMES R. ANGELL

President, Carnegie Corporation, New York, N. Y.

THE most compelling needs of American education at the present moment are, first, increasing provision for teacher training both quantitatively and qualitatively; second, extensive revision of the methods of taxation for raising school revenue, based on a Nation-wide study of conditions.

The first thing is to set up in the schools and colleges the machinery for the proper type of training for teachers. And this equipment must be accompanied by a change in the common public attitude toward the profession of teaching.

If there is any greater service in a democracy than the training of the children, I do not know what it is. But unless public opinion recognizes the profession of teaching as an eminently dignified and admirable profession, worthy of social as well as economic recognition, we can never attract into teaching the type of person that in a democracy we must have. I don't know any place where a fine, sound, mature, intellectual personality pays such big dividends as in the schoolroom.—From an address before the New York and New Jersey section of the National Civic Federation, March 16, 1921.

East Liverpool, Ohio, *Neville Institute School,* H. D. Rist, Principal.

Elgin, Ill., *Grant School,* Bess Stone, Principal.

Fairbank, Iowa, *Fairbank Public Schools,* Emma Aderman, Principal.

Fowler, Colo., *High School,* J. W. Louth, Principal; *Park School,* Mary Morrison, Principal.

Galesburg, Ill., *Galesburg High School,* M. G. Park, Principal.

Greeley, Colo., *School District Six,* Charles A. Jenks, Secretary.

Hannibal, Mo., *Hannibal High School,* E. T. Miller, Principal.

Kansas City, Mo., *Lincoln High School,* J. R. E. Lee, Principal; *Sumner High School,* J. A. Hodge, Principal.

Keokuk, Iowa, *Keokuk Public Schools,* William Aldrich, Superintendent.

Longmont, Colo., *Longmont Public Schools,* C. C. Casey, Superintendent.

Madrid, Iowa, *Madrid Grade Teachers,* Mrs. Mattie K. Bossler, Principal; *Madrid High School,* A. R. Melrose, Principal.

Mapleton, Maine, *Public Schools of the Town of Mapleton,* Elmer H. Webber, Superintendent.

Marion, Ohio, *Central Junior High School,* W. C. Selanders, Principal.

Morgantown, W. Va., *Beechurst School,* R. C. Smith, Superintendent; *Marilla School; Seneca School,* F. W. Gandy, Principal; *Wiles Hill School.*

Mt. Vernon, N. Y., *William Penn School Number 8,* Oscar E. Coburn, Principal.

Napier, Iowa, *Napier Consolidated School,* Nadine McClung, Principal.

New Orleans, La., *Benjamin Franklin School,* Antonietta Ivichievich, Principal; *Jefferson Davis School,* Sallie Council, Principal; *McDonogh Memorial School; McDonogh No. 17 School,* J. C. Christian, Principal.

Oakland, Calif., *Allendale School,* M. E. Hurley, Principal; *Frick School,* W. A. Benner, Principal.

Omaha, Nebr., *Bancroft School; Benson High School; Benson West School; Comenius School,* Margaret O'Toole, Principal; *Farnam School; Field Club School,* Jessie S. Flynt, Principal; *Hawthorne School; Highland School; Howard Kennedy School; Long School; Madison School,* Anna M. Milroy, Principal; *Miller Park School; Sherman School,* Helen M. Longsdorf, Principal; *Train School; Vinton School; West Side School; Henry W. Yates School.*

Phoenix, Ariz., *Adams School,* Grace Court, Principal; *Capitol School,* Bertha Lyall, Principal; *Douglas School,* P. Landry, Principal; *Fillmore School,* Dollie C. Oglesby, Principal; *Garfield School,* Martha Garnett, Principal; *Grant School,* Marguerite Williams, Principal; *Kenilworth School,* Lulu Smith, Principal; *Lincoln School,* Alta Holmes, Principal; *McKinley School,* Mrs. Lina K. Sheldon, Principal; *Monroe School,* A. H. Rummel, Principal; *Phoenix Public Schools,* John D. Loper, Superintendent; *Washington School,* Marie La Chance, Principal.

Pittsburgh, Pa., *Industrial Home for Crippled Children,* Frances Shirley, Principal.

Quincy, Ill., *Lincoln School,* R. A. Roberts, Principal.

Richmond, Va., *Supervisors' Club,* Adele Oglivie.

Rock Island, Ill., *Edison School,* Mabel E. Levey, Principal; *Longfellow School,* Ida W. Lundy, Principal; *Washington School,* Owen B. Wright, Principal.

St. Joseph, Mo., *Bartlett School,* C. W. Black, Principal; *Central High School,* O. S. Wood, Principal; *Douglass School,* A. W. Reason, Principal; *Florence School,* Belle Ashbrook, Principal; *Green Valley School,* Mrs. Harry Bear, Principal; *Hall School,* Ada Eib, Principal; *Hosea School,* Emma Mumm, Principal; *Lafayette High School,* R. L. Denning, Principal; *Musser School,* Mamie E. Miles, Principal; *Neely School,* C. W. Fore, Principal; *Noyes School,* Susie Hutchison, Principal; *Washington School,* Margaret Quirk, Principal; *St. Joseph Public Schools,* J. W. Thalman, Superintendent: *Whittier School,* Luda Belle Garrett, Principal.

San Bernardino, Calif., *I Street School,* Anna Livingood, Principal.

San Jose, Calif., *Hawthorne Grammar School,* Mrs. Selma Olinder, Principal.

Sedalia, Mo., *Arlington School,* Minnie C. Murphy, Principal; *Broadway School,* Lida M. Burress, Principal; *Eugene Field School,* Mrs. Anna V. Hannum, Principal; *High School,* Martha M. Letts, Principal; *Horace Mann School,* Belle Steele, Principal; *Jefferson School,* Mrs. Ethel McCluney, Principal; *Prospect School,* Miss Nina K. Slater, Principal; *Summit School of Community Teachers' Association,* Lydia Montgomery, Principal; *Washington School; Whittier School,* Minnie A. Shaffer, Principal.

Sioux City, Iowa, *Armstrong School,* Amelia H. Rhynsburger, Principal; *Bancroft School,* Mary E. McCarty, Principal; *Bryant School,* Meta E. Grandy, Principal; *Continuation School,* L. H. Wood, Supervisor; *Cooper School,* Isabelle B. Sloan, Principal; *Crescent Park School,* Edna Harrington, Acting Principal; *Dwight School,* Janie Shanley, Principal; *East Junior High School,* S. O. Rorem, Principal; *Emerson School,* Florence Morse, Principal; *Everett School,* R. L. Kitch, Principal; *Floyd School,* Ragna E. Wold, Principal; *Franklin School,* Elizabeth M. Schaible, Principal; *Hawthorne School,* H. J. Ludgate, Principal; *Hopkins School,* Jas. E. Fitzgerald, Principal; *Hunt School,* Mary O'Connor, Principal; *Irving School,* June Connor, Principal; *Joy School,* Georgia Lyon, Principal; *Lincoln School,* Mrs. Winifred E. Sloan, Principal; *Longfellow School,* D. A. Hayworth, Principal; *Lowell School,* Reta K. Harrington, Acting Principal; *Prevocational School; Riverview School,* H. Lillian Maiden, Principal; *Roosevelt School,* Grace E. Storm, Principal; *Senior High School,* A. G. Heitman, Principal; *Sioux City High School,* A. G. Heitman, Principal; *Smith School,* L. C. Griggs, Principal; *Special Teachers,* Winifred Hoffman, Special Teacher; *Supervisors,* Robert L. Hamilton, Assistant to Superintendent; *Webster School,* Gertrude Eaton, Principal; *West Junior High School,* L. W. Feik, Principal; *Whittier School,* E. E. Bovee, Principal; *Worcester School,* J. G. Hobson, Principal.

Trinidad, Colo., *Columbian School,* Elizabeth Eckhart, Principal; *Park Street School,* Mrs. Nora Clark, Principal; *Santa Fe School,* Francis Hawley, Principal; *Centennial School,* I. D. Mahuron, Principal; *High School; Rich School,* R. D. Farthing, Principal; *East Street School,* Nellie Baird, Principal.

Wabash, Ind., *Century School,* Fannie McCarty, Principal; *Miami School,* Harriet Waite, Principal; *South Side School,* Rose Coate, Principal.

A complete record of affiliations with the National Education Association up to the time of going to press will be published in the Official Program of the Des Moines meeting. All associations whose applications are in the hands of the Secretary by June 10 will be considered charter members of the affiliated group and will be included in this list.

Affiliated State and Local Associations

THE following associations are in addition to the affiliations which were reported in the April Journal:

Alameda, Calif., *Alameda County California Education Association,* Elizabeth Venard, Secretary.

Albuquerque, N. M., *New Mexico Educational Association,* John Milne, Secretary.

Baltimore, Md., *Faculty of Christopher Gist School,* Ida Buchheimer, Secretary.

Berea, Ohio, *Faculty of Baldwin Wallace College,* C. W. Hertzler, Secretary.

Birmingham, Ala., *Birmingham Teachers' Association,* Emmie Anderson, Secretary.

Bloomington, Ind., *Bloomington Indiana Teachers' Association,* E. E. Ramsey, Superintendent.

Bridgewater, Va., *Bridgewater College Faculty,* Mattie V. Glick, Secretary.

Brooklyn, N. Y., *Association of Teachers of Classes for Blind and Sight Conservation,* Frances E. Moscrip; *Brooklyn Teachers' Association,* Florence C. Davenport, Secretary; *Heads of Department Association,* Fanny A. Wilson, Recording Secretary; *Training School Teachers' Association,* Charlotte E. Bolduan, Secretary.

Cadillac, Mich., *Teachers' Club of Cadillac,* Edythe L. Johnson.

Chatfield, Ohio, *Crawford County Rural Supervisors and Principals' Association,* H. W. Bowersmith, Superintendent.

Chelsea, Mass., *Chelsea Teachers' Club,* Louisa Spence, Secretary.

Cheney, Wash., *Faculty Association of State Normal School,* Nettie Goodman.

Cincinnati, Ohio, *Cincinnati Schoolmasters' Club,* M. R. McElroy, Secretary.

Cornland, Ill., *Logan County Teachers' Association,* Nina Grace Mount, Secretary.

Dallas, Tex., *Dallas Grade Teachers' Council,* Josephine Wilson, Corresponding Secretary.

Dayton, Ohio, *Dayton Teachers' Club,* Bess M. Floyd, Secretary.

De Kalb, Mo., *Community Teachers' Association of Buchanan County,* Mrs. F. E. Henzlik, Secretary.

East Aurora, N. Y., *Erie County Teachers' Association,* William E. Pierce, Secretary.

East Chicago, Ind., *Council of East Chicago P. S. Teachers,* May Swearingen, Secretary-Treasurer.

East Orange, N. J., *High School Teachers' Association,* Charles W. Evans, Secretary.

Elmhurst, N. Y., *Teachers' Association of the Borough of Queens,* Adele Wheeler Shelsey, Secretary.

El Paso, Tex., *Teachers' Association of El Paso, Texas,* Lucile Smith, Corresponding Secretary.

Englewood, N. J., *Englewood Teachers' Club,* Maude E. Lamson, Secretary.

Evansville, Ind., *Federation of Public School Teachers,* Lulu J. Robinson, President.

Exeter, N. H., *Rockingham County Teachers' Association,* Frances Philbrook, Secretary.

Fort Dodge, Iowa, *Fort Dodge Teachers' Federation,* Anna L. Petersen, Secretary.

Galesburg, Ill., *Faculty of Galesburg High School.*

Glasgow, Ky., *Glasgow Public Library,* Librarian.

Hillsdale, N. Y., *Columbia County Teachers' Association of Third District,* Irving M. Deane, Secretary.

Iola, Kans., *Iola Teachers' Association,* Laura Andruss, Secretary.

Kamas, Utah, *South Summit Educational Association,* Clarence Probst, President.

Kansas City, Mo., *Schoolmasters' Club,* W. H. Johnson, President.

Karnes City, Tex., *Karnes County Rural Teachers' Association,* L. P. Lightsey, County Superintendent.

Long Branch, N. J., *Long Branch Teachers' Association,* M. Agnes Marsh, Treasurer.

Mapleton, Maine, *Mapleton-Washburn Teachers' Association,* Elmer H. Webber, Secretary.

Marion, Ohio, *Marion City Teachers' Association,* Grace D. Wingett, Secretary.

Mays Landing, N. J., *Teachers' Association of Hamilton Township,* S. G. Huber.

Medford, Oregon, *Grade Teachers' Association,* Fern Daily, Secretary.

Mesa, Ariz., *Arizona State Teachers' Association,* H. E. Hendrix, Secretary.

Middletown, Md., *Frederick County Teachers' Association,* H. R. Shoemaker, Treasurer.

Muskegon, Mich., *Muskegon Teachers' Club,* Grace A. Davis, Secretary.

Nevada, Mo., *Vernon County Community Teachers' Association,* Chloe E. Millikan, Secretary.

New Albany, Ind., *Federation of New Albany Teachers,* Ruth Montgomery, Secretary.

Newark, N. J., *High School Women's Association,* Flora E. Hook, Secretary-Treasurer; *Newark Women Teachers' Guild,* Mary W. Nichols, Corresponding Secretary.

New York, N. Y., *The P. S. Kindergarten Association,* Mae B. Higgins, President; *Ungraded Teachers' Association,* Florence J. Clark, Secretary.

North Tonawanda, N. Y., *North Tonawanda Teachers' Association,* Elizabeth Dipple, Secretary.

Oskaloosa, Iowa, *Oskaloosa Teachers' Association,* George W. Walker, Secretary.

Pemberton, N. J., *Progressive Teachers' League,* Clara E. Kelsey, Secretary.

Philadelphia, Pa., *High School Men's Association,* J. Howard Longacre, Secretary.

Pittsburgh, Pa., *Faculty Association of the University of Pittsburgh,* A. P. James, Secretary-Treasurer.

Plymouth, Ohio, *Huron County Teachers' Association,* Jessie I. Cole, Secretary.

Racine, Wis., *Teachers' Council of Racine, Wisconsin,* Lillian Hett, Secretary.

Richmond, Va., *League of Richmond Teachers,* Emily C. Royall, Secretary.

San Bernardino, Calif., *San Bernardino City Teachers' Club,* Emma Knight, Secretary.

San Jose, Calif., *Faculty Women's Club,* Mary C. Sweet, Secretary; *Santa Clara County Teachers' Association,* Mary P. Carroll, Secretary.

Shawnee, Okla., *Shawnee Teachers' Association,* Bula Barnard, Secretary.

Shelley, Idaho, *Idaho State Teachers' Association,* Lucy B. Morton, Secretary.

South Bend, Ind., *South Bend City Teachers' Association,* W. W. Borden, Superintendent.

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Valley City, N. D., *State Normal School Faculty,* O. L. Kjerstad, Corresponding Secretary.

Zanesville, Ohio, *Zanesville Teachers' Association,* Alice S. Gillespie, Corresponding Secretary.

NOTES *and* ANNOUNCEMENTS

lans for the Des Moines meeting,
ly 4 to 9, are going forward rapidly.
he program will appear in the next
umber of the JOURNAL. It will be an
tstanding program. At the general
ssions teachers will have an oppor-
nity to hear such leaders as Herbert
oover, Ben B. Lindsay, Charles E.
arker, and Dr. Aurelia Reinhardt.
erbert Hoover is especially well
nown to the teachers of the Nation.
s Mr. Hoover, food administrator,
ut a food-card in every home, Mr.
oover, Secretary of Commerce, will
ut new faith and inspiration in the
eart of every teacher who is so fortu-
ate as to hear him at Des Moines.

Judge Ben B. Lindsay's work in the
venile courts and on the platform has
een a part of the great movement for
dequate recognition of the rights of
hildhood.

There will be other speakers of na-
onal note on the main programs and
utstanding specialists on a score or
ore of departmental and other pro-
rams. An active committee insures
omfortable local arrangements. There
ill be good music throughout the
eeting.

Perhaps even more important than
he great speakers, fine music, and op-
ortunity for fellowship is the fact that
his is the first meeting of the reorgan-
zed association. It will be an historic
ccasion to which in future years any
eacher may well look back with pride
hat she had a part in it. The policies
nd objectives not only of the Associa-
ion and its departments but even of
merican education will be defined at
his meeting, which will stand out in
he Association's history even as the
reat meeting of 1870 stands out as the
eginning of a new era in professional
rganization.

No teacher who can possibly be pres-
nt can afford not to be at Des Moines
uly 4-9, 1921.

**elegates of State and local affili-
ted associations** to the Des Moines
eeting are required to file their cre-
entials with the Secretary of the Asso-
iation on blanks furnished by him not
ater than ten days before the beginning
of the meeting. June 24 is the tenth day before the meeting. Blanks may be had from the Secretary, 1201 Sixteenth St. N. W., Washington, D. C.

Hotel Reservations—A list of hotels with rates was published in the April JOURNAL. Reservations should be made as early as possible. Persons wishing rooms either in hotels or private homes, who have not already done so, should write at once indicating as definitely as possible the kind of accommodations wanted and the amount they desire to pay. Requests should be addressed to Charles F. Pye, 407 Youngerman Block, Des Moines. Iowa.

A large map of the United States showing affiliations and 100 per cent schools has been prepared at Headquarters and will be on exhibit at Des Moines. Many schools and associations are making special effort at this time to be represented on this map and in the official list of charter-affiliated associations which will be published in the Official Program.

An appeal for our public schools, the leading editorial on page 94, was given to the press early in April with a statement calling attention to the importance of emphasizing education at this time when hundreds of thousands of teachers are being employed and their salaries fixed.

Field Secretary Hugh S. Magill by special invitation on vote addressed both branches of the Iowa legislature on March 30. Reports from Des Moines indicate that the legislators were enthusiastic over his earnest plea for our public schools.

Physical Examination of Children—In response to the request of Julia Lathrop of the Children's Bureau for the National Education Association to appoint a committee of superintendents with whom the Children's Bureau may advise in the formulation of standards for the physical examination of children, President Hunter has appointed the following: S. E. Weber, Superintendent of Schools, Scranton, Pennsylvania; Sam Slawson, Superintendent of Schools, Bridgeport, Connecticut; Mrs. Mary D. Bradford, Superintendent of Schools, Kenosha, Wisconsin. President Hunter authorizes this committee to speak for the National Education Association on whatever questions may arise concerning standards of physical measurements of children and to render other assistance to the Children's Bureau in its efforts to harmonize its plans with the conditions and policies of the public schools.

The birthday of Horace Mann is especially significant to teachers and school children. The one hundred and twenty-fifth anniversary of the birth of this great educational statesman will be celebrated in all parts of the country on May 4. School officers may well make this day an occasion for emphasizing the primary importance of education to locality, State, and Nation.

The American Medical Association and the National Education Association are coöperating in an effort to secure legislation in the States to regulate the chartering of educational institutions. Effort will also be made to obtain the passage of a bill by Congress regulating the chartering and control of educational institutions in the District of Columbia, which is now open to all kinds of fake institutions. Hugh S. Magill, field secretary of the National Education Association, is directing the preparation of the bill.

A month of free military instruction open to men under thirty-five years of age, to begin not earlier than July 15 nor later than August 10, has been announced by the Adjutant-General's Office of the War Department. There will be nine camps—one in each corps area. Expenses will be paid to and from camp and in camp, including clothing and board. Physical training will be an important part of the program. Further information may be had by applying to the War Department, Washington, D. C.

Reports of important committees will be a special feature of the Des Moines meeting. The Legislative Commission and the following committees will report at that time: Salaries, Pensions, Tenure, Sources of Revenue, and Coördination of Research Agencies.

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THE JOURNAL
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Silent Partners in Civilization

J. W. Searson

Professor of English, Kansas State Agricultural College, Manhattan, Kansas

MOLDING public sentiment in harmony with advanced educational experience is the next big task of educators. Experts, through years of experimentation and special study, have developed essential standards far ahead of public sentiment. The public is not yet willing to give free and full support to its schools. Due to poor pay and inadequate facilities for training teachers, there is a menacing teacher shortage. Each year we train approximately 25,000 teachers to meet a demand for 100,000. Nearly 400,000 of our 792,000 teachers in America have less than a minimum of standard professional training. But a small per cent of our 23,000,000 school children is physically efficient. Over eighty out of every one hundred children in 429 cities have insufficient playground space, and the majority of the pupils are without proper medical inspection and attention. The buildings housing half the children were erected more than twenty years ago and are insanitary, poorly lighted, badly heated and ventilated, and lack the necessary shops, laboratories, auditoriums and gymnasiums demanded in progressive communities. At least forty per cent of all elementary school classes, twenty per cent of the kindergarten classes, and eleven per cent of the junior and senior high school classes are so large that the individual child can not be given necessary care and personal instruction.

In rural and village communities, conditions are even worse. Inequalities in taxation and support, now clearly understood by educators, cry for instant remedy.

If the taxpaying public understood and appreciated the nature of the menacing situation, more adequate support would be forthcoming. But the public does not understand. The teachers have the facts, but they have not "burned them in." Shall the teachers remain silent partners in civilization? Or shall they speak with voices the public can hear and appreciate? How can these silent partners find voices that will be heard? How can they educate the public up to standards in keeping with to-day's needs? They owe it to themselves and to the taxpayers to make plain the meaning of each new movement—to show why it is worth while.

> *PUBLIC SENTIMENT is everything. With public sentiment nothing can fail; without it, nothing can succeed. Consequently he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed.—Abraham Lincoln.*

"They don't understand," declare university professors when legislatures provide scant funds. "They don't understand," teachers declare concerning boards of education who increase salaries gingerly. "They don't understand," say members of schoolboards about taxpayers who vote down bonds for necessary schoolhouses or who refuse to sanction living and saving salaries for teachers. Why don't they understand? These are the public's schools. The public must be made to understand. The teachers—the public's human engineering experts—must present the facts. Once educational facts are presented with the frequency and persistence of soap or tobacco advertisements, the public, which has poured out its substance for soap and tobacco, will capitulate completely to its own highest interests in education.

We expend millions of dollars annually for chewing gum, pleasure cars, cigarettes, face powder, and prize fights, and never think of complaining. Once the advantages of education are tucked into the public's consciousness as snugly as are the merits of these pleasure and vanity thrillers, the public will clamor for the higher thrills which come from investing large sums of money in its citizenship factory.

The public must be informed. Its educational experts must speak. The silent partners must become active. They must speak, not for themselves, but for civilization. In the silence and misunderstanding, society has suffered. The silent partners must awaken to their new responsibility and speak messages of understanding and coöperation.

Here are some of the ways in which these hitherto silent partners may speak the messages which will set the American public on fire with zeal and readiness to support its most cherished child—the public schools:

1. Continue to secure the coöperation of America's leading magazines, newspapers, and press associations, of the National Education Association, and of other great National organizations, involving every great interest of the home, of labor, and of business. These publications and organizations have made the thinking public aware of the menace to education, but the vast unthinking mass remains inert and untouched.

2. Collect and publish to members of all teachers' organizations the essential financial facts in the National, State, and local administration of education.

3. Use all organized agencies, National, State, and local, to establish direct lines of communication between the teachers and the public. Provide the newspapers with facts and human interest stories in education. Interest the clergy, the labor leaders and members of labor organizations, rotary clubs, kiwanis clubs, chambers of commerce, social and cultural clubs, and other important community agencies.

4. Keep all educational officials informed and active. Members of schoolboards, superintendents, principals, officers of teachers' organizations, city officials, civic leaders, and even extreme reactionaries of every description, should be in possession of important facts regarding schools.

5. Give frank and full publicity to official proceedings of boards of education, to salary budgets, to appointments and dismissals, to urgent needs, to plans for school improvement, to self-surveys, to matters of controversy, and to matters of splendid agreement. Similarly publish the proceedings and demands of teacher organizations with the facts supporting the demands.

6. Maintain an efficient corps of *liaison* officers between every part of the school organization and every essential community agency. Every teacher should know essential school facts and should have them in convenient form to give to members of the organizations to which she belongs.

7. Get persons outside of the school to see so clearly the meaning of the facts that they will become active champions of the causes the facts reveal. The American free school belongs to the public and the public should fight its battles. Induce leaders from without to print, publish, circularize, speak, and otherwise carry on propaganda.

8. Maintain the closest personal and professional relationships with every individual who, directly or indirectly, has to do with the making of laws, local, State, or National. The closest touch with leaders in all political parties and with their chosen representatives is necessary if those who make our laws are to act with sympathy and understanding. Keep the bare facts before every leader and lawmaker, not only during the sessions of the legislatures, but the year round.

This is the big program for breaking the silence. The details must be worked out in every locality. The challenge has been made by lawmakers, by members of boards of education, and by hosts of taxpayers that did not "understand." Can the silent partners of civilization meet the challenge? Can they become the active, trusted leaders and safe guides? Once the public knows school facts and understands right educational "brands," it will give willing support to constructive agencies, and it will be quick to condemn and to unhand impostors. The very life of the American free school is bound up in the active copartnership of educators and the public. In a very rare sense, educational experts must "sell" education to the public, and prove in practice the righteousness of their program.

Organized Classroom Teachers

Cornelia S. Adair, Teacher in the Public Schools, Richmond, Virginia

FOR MANY YEARS, the classroom teacher has felt that she was not giving her best to the cause of education. This feeling crystallized at the Chicago meeting of the National Education Association in 1912 and resulted in the formation of the Department of Classroom Teachers of the National Education Association and the National League of (Classroom) Teachers' Associations.

Although classroom teachers had always been individual members of the National Education Association, they had never taken steps to be officially recognized by a department as other groups had done. It is true that there was the Department of Elementary Education, but its membership embraced all those who were in any way interested in the elementary schools. The officers, moreover, had always been persons other than classroom teachers. So the newly awakened classroom teacher did not feel that this department adequately represented her.

On July 12, 1912, the formal application for a Department of Classroom Teachers was presented to the Executive Committee by Margaret Haley, of Chicago. According to the By-laws of the association, it was laid over for one year. In 1913 the application was granted and the department organized. Officers for the year 1913-14 were: president, Florence Rood, St. Paul; vice-president, Mary O'Connor, Buffalo; secretary, Mary Atkisson, Denver. The first meeting of this department was held in St. Paul in 1914. Since its organization it has been officered and managed entirely by classroom teachers. For the past seven years Sara Fahey, Teacher of Civics in the Manual Training High School in New York, has held most acceptably the office of president.

The organization of the National League of Teachers' Associations was perfected in Chicago the same year (1912) that proceedings for the organization of the department were instituted. The formation of the league was a Nation-wide movement to bring classroom teachers together in an organization devoted exclusively to their interests. The leaders felt that the exchange of ideas and inspiration woul operate more freely in an association o persons doing the same type of work.

Membership was limited to associations of classroom teachers. Delegate from seventy clubs in nineteen States representing more than twenty thousan teachers, took part in the formation o the league. The first officers were president, Grace Baldwin, Minneapolis; secretary-treasurer, Mollie R. Hobbs, Baltimore; vice-presidents, Mary L. Morgan, Buffalo; Grace DeGraff, Portland, Oregon; Helen M. Holden, Milwaukee.

Nina O. Buchanan, president 1920-21, has been active in the work of the league since its formation; she has held almost every office within the gift of the teachers of her section and is a former officer of the National Education Association. It is interesting to note that the names of the first National officers of the league and many of its local officers appear on the list of those who applied for the organization of the Department of Classroom Teachers. This interchange of officers has been frequent. Frances Harden, of Chicago, and Sallie Hill, of Denver, each served as a vice-president of the National Association during her term as president of the league. Ethel Gardner, vice-president, and Margaret Richardson, secretary of the Department of Classroom Teachers, are the presidents of two of the most active and efficient league clubs. Miss Hill is now Assistant Field Secretary of the National Education Association and Miss Cornelia S. Adair (league president 1919-20) is its Treasurer.

What Teachers Want

FIRST, teachers want to be public servants, not hired hands.

Second, teachers want a share in the control and the responsibilities of their work, not only in the classroom but also in determining policies and in the commercial administration.

Third, teachers want life more abundantly: recreation, education, comfort, health, security.—News Letter of the Philadelphia Teachers Association, November, 1920.

The two organizations have always een in harmony. Their ideals are the ame. Both are working to bring teachers into relations of mutual asistance and coöperation, to improve the ocial and economic status of teachers, nd to promote the best interests of eduation." Because the membership is argely identical, the meetings are held t the same time and place in order that he same persons may be delegates to oth conventions or appear on their arious programs.

The classroom teachers feel that they need both organizations. They need the National League of Teachers' Associations in which to work out their individual problems and to train themselves for broader service. They need the Department in the National Education Association in which, as a part of the great National educational body, they may coöperate with the other units of that body and may carry on, in the most efficient manner, their part of the educational work of the Nation.

Salt Lake City—Minutes

THE September, 1920, *Bulletin* contained an account of the reorganizaion plan adopted at the 1920 meeting, long with the by-laws as amended at hat time. Other numbers of the *Buletin* contained statements of the plans f the Association springing from the rerganization at Salt Lake City. It is itting, as the time approaches for the meeting of the reorganized Association, o publish a summary of the minutes of he meeting at which reorganization took lace, Friday, July 9, 1920, at 9 a. m., n the Tabernacle at Salt Lake City, Utah.

President Josephine Corliss Preston resided. A rule was passed allowing ach member to speak but once on a uestion until all others had had an oportunity to speak. The minutes of the revious meeting which had been printed nd distributed were approved by unanimous consent.

The printed audited reports of the Treasurer and Board of Trustees, which had been approved by the Board of Directors, were presented and adopted.

George D. Strayer, vice-president, read a report of the Executive Committee, which recommended appropriations for the year 1920-21 as follows:

The Commission on the Organization of Secondary Education, $150.

Committee on Participation of Teachers in the Management of Schools, $150.

Committee on Health Education, $500.

Committee on the Conservation of the American Home, $200.

Commission on the Organization of Elementary Education, $1000.

Committee on Teachers' Salaries, Tenure, and Pensions, $500.

Committee on Illiteracy, the unexpended balance from last year's appropriation which is approximately $1000.

Committee on Rural Education, the unexpended balance of last year's appropriation which is approximately $600.

Committee on Development of School Teachers, $500.

A legislative commission whose purpose and duty it shall be to promote the passage of the Smith-Towner bill before Congress, $7500.

On motion, this part of the report was adopted and the Executive Committee was directed to assume responsibility for the expenditures of the committees named, and to decide which expenditures should be first authorized in case all could not be allowed.

The second part of the report of the committee, recommending the allowance of a sum of $3000 to be used for the work of committees not included in the appropriations already made, or if necessary to increase the appropriations of committees named in the first part of the report, was adopted.

The third part of the committee's report stated that as directed by the Association in its annual meeting in Milwaukee, a committee had obtained from Congress an amendment of the Association's charter permitting it to organize on a representative basis. The bill was read as follows:

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That an Act entitled 'An Act to incorporate the National Educational Association of the United States,' approved June 30, 1906, be amended by adding an additional section to said Act, which section shall be designated Section 12, and shall read as follows:

" 'That said corporation may provide, by amendment to its by-laws, that the powers of active members exercised at the annual meeting in the election of officers and the transaction of business, shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the by-laws adopted by said corporation.' "

On motion, this part of the report was also adopted.

Howard Driggs [Utah] then moved the adoption of the amendment to Article 2 of the by-laws, due notice of which had been given at Milwaukee in 1919, as follows:

"That Article 2 of the amendments be amended as follows:

" 'Section 1. These by-laws may be altered or amended at the annual business meeting of the active members by unanimous consent, or by a two-thirds vote of the active members present.

" 'Section 2. This amendment shall take effect immediately upon its adoption.' "

After explanation of the motion by Mr. Driggs [Utah], it was adopted.

Superintendent Fred M. Hunter [California] moved that the Association next consider the plan of reorganization proposed by the Board of Directors and authorized by Congress. The motion was adopted.

The essential changes proposed being in Article 2, it was unanimously voted to consider that article section by section.

H. S. Magill, field secretary, read and explained Article 2 as proposed in the pamphlet which had been distributed. Sections 1 to 8 were unanimously adopted as read without debate. Section 9 was then read. Its adoption was strongly urged by Jesse H. Newlon [Nebraska].[1] Sara H. Fahey [New York], after explaining her opposition, moved that the part of Section 9 beginning "And the State superintendent or commissioner of education of each State, territory, and district shall be ex officio delegates to the representative assembly," be stricken out.

Miss McCarty [Utah] urged in opposition to the amendment of Section 9 that the ex-officio members of the Representative Assembly would constitute a relatively small group and could, therefore, never exert an undue control.

D. B. Waldo [Michigan], Miss Shelton, Susan M. Dorsey [California], J. M. Gwinn [Louisiana], Miss Rhodes [New York], also spoke in opposition to the amendment of Section 9. On vote the amendment was lost and Section 9 as originally proposed was adopted.

Section 10 was next read and after discussion by Anna Laura Force [Colorado], Miss Fahey [New York], A. E. Winship [Massachusetts], and others, was unanimously adopted.

---

[1] Now of Denver, Colorado.

Articles 3, 4, and 5 were unanimously adopted as printed.

On motion of Will C. Wood [California], who explained that Articles 6, 7, 8, 9, 10, and 11 contained only technical changes, their adoption was moved as read.

Katherine Blake [New York] moved the adoption of an amendment to Article 8, Section 1, which had been submitted to the Association in 1919, as follows:

"The Proceedings of the Association, the Council, the departments, the commissions, and committees shall be published at the discretion of and under the direction of a committee appointed by the Executive Committee, provided that in the opinion of the Executive Committee the funds of the Association warrant the publication. Each member of the Association shall be entitled to a copy of the Proceedings."

After an explanation by Miss Blake [New York] that it was not one of the objects of her amendment to make it mandatory upon the Association to furnish the volume of the Proceedings to each member, Mr. Wood accepted the amendment as a part of his original motion, which was then carried.

A. E. Winship [Massachusetts], next proposed that Section 11 be added to Article 2 as follows: "The officers shall be permitted to hold meetings other than for business purposes and the expense therefor shall be provided." After discussion the amendment was adopted.

Jesse H. Newlon [Nebraska] then moved the adoption of the report as a whole.

Mr. Christensen proposed that Sections 2 and 3 be added to Article 11 as follows:

"Section 2. And in addition to said unanimous consent or two-thirds vote, the said proposed amendment shall be submitted to the vote of the active members by a referendum to be conducted by the Executive Secretary of the Association, and shall be officially recorded before December 1, following the annual meeting at which the amendment was proposed, and if a majority of the votes so cast are in favor of said proposed amendment, then the same shall become immediately effective, otherwise such proposed amendment shall fail of adoption.

"Section 3. This amendment shall take effect immediately upon its adoption."

H. S. Magill explained that the proposed amendment would be illegal under the amended Charter which vests in a Representative Assembly the powers and duties previously exerted by active members. After further discussion by Mr. Christensen [Utah], favoring the amendment. Olive Jones [New York], opposing the amendment, Will C. Wood [California], opposing, Mr. Anderson [Utah], opposing, Mr. Driggs [Utah], opposing, Margaret Haley [Illinois], H. S. Magill, and Mr. Hathaway, the proposed amendment was laid on the table.

> *I PITY no man because he has to work. If he is worth his salt, he will work. I envy the man who has a work worth doing and does it well. There never has been devised, and there never will be devised, any law which will enable a man to succeed save by the exercise of those qualities which have always been the prerequisites of success, the qualities of hard work, of keen intelligence, of unflinching will.—Theodore Roosevelt.*

The report, as a whole, was then unanimously adopted.

In the absence of the chairman, State Superintendent Annie Webb Blanton [Texas], presented the report of the Resolutions' Committee, which was read, discussed, amended, and adopted section by section.[2]

Dr. Becht [Pennsylvania], then presented the report of the Committee on Nominations. It was discussed, amended, and adopted, electing the officers whose names have been published in the *Bulletin* and the JOURNAL of the Association.

Superintendent Fred M. Hunter [California], newly elected president, was introduced by the Chair and expressed appreciation of the honor conferred upon him.

Miss Blake [New York] then moved that the Executive Committee be directed to apply to Congress for a change in the Charter to remove entirely from the hands of the Board of Directors the election of the member at large of the Executive Committee and the members of the Board of Trustees. After discussion the motion was carried.

It was moved by Margaret Haley [Illinois] that the Executive Committee be instructed to ask Congress for an amendment striking out the section of the Charter which provides for life directors. After discussion the motion was laid on the table.

William B. Owen [Illinois] moved that the Association authorize the appointment of a special committee of three to coöperate with the United States Commissioner of Education and a similar committee, appointed by the National Council of State Departments of Education, in the preparation of information as to the sources of revenue for the support of the public schools. After discussion the motion was carried.

Mr. Booth [Illinois], on behalf of the Department of Rural Education, asked unanimous consent for an amendment to Article 5, Section 1, striking out the words "and agriculture" after the words "rural education." He also asked for unanimous consent for an amendment to Article 5, Section 3, which would permit the Department of Rural Education to meet at the time of the meeting of the Department of Superintendence. After discussion it was unanimously agreed to strike out the words "and agriculture." There not being unanimous consent for the other proposed amendment, the Chair ruled that it should go over until next year.

Mr. Winter gave notice of his intention to propose three amendments at the 1921 meeting: (1) an amendment to the effect that amendments to the By-laws shall be proposed at least six months previous to the annual meeting; (2) an amendment to the effect that each State or local association unable to finance the sending to the annual meeting of all the delegates to which it is entitled, shall have the right to proxy votes for all delegates who are unable to attend the annual meeting; and (3) an amendment adding Section 2 to Article 11 as follows: "And in addition to the said unanimous consent, or two-thirds vote, the said proposed amendment shall be submitted to a vote of the active members by a referendum to be conducted by the Executive Secretary of the Association, and shall be officially recorded before December 1, following the annual meeting at which the amendment was proposed, and if a majority of the votes so given are in favor of said proposed amendment, then the same shall become immediately effective; otherwise said proposed amendment shall fail of adoption."

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[2] Published in the October, 1920 Bulletin, pages 24-8 and in the 1920 Proceedings, pages 23-7.

Mr. Winter moved that the Execu-ve Committee take prompt and effec-ve steps to secure the best legal advice on the interpretation of the section of e Charter bearing upon the legality of e proposed referendum provision in e by-laws. The motion was carried.

Jesse H. Newlon [Nebraska] moved at the Committee on Salaries, Tenure, d Pensions be constituted a regular mmittee of the National Education ssociation. After discussion the otion was carried.

On motion of Miss Blake [New ork], it was voted that a Committee Visual Education be authorized as e of the general committees of the ssociation. It was moved and unani-ously voted that the Commission on e Emergency in Education be dis-arged with the thanks of the Associa-on for its valuable work.

On motion of Dr. Strayer [New ork], it was voted that the Executive ommittee appoint a Legislative Com-ission which should be instructed to e all honorable means to secure the ssage by Congress at the earliest pos-ble moment of the Smith-Towner bill.

Cora Wilson Stewart, of Kentucky, oved that committees be appointed by e Association to interview the nomi-es of the political parties for President the United States, to present to them e educational ideals and plans of the ssociation and to secure an expression om them as to their attitude toward e cause of education in general, and ward those plans and ideals in par-cular. C. G. Pearse [Wisconsin] oved to amend by adding "and of their titude toward the Smith-Towner bill particular." The motion was carried amended.

After various announcements had en made, the fifty-eighth annual busi-ss session of the National Education ssociation adjourned.

he Iowa State Teachers College, edar Falls, Iowa, invites members of e National Education Association to sit the institution and get acquainted ith its plans and methods.

The Faculty appreciates the oppor-nity to attend the sessions of the Asso-ation so much that it has agreed to ach two Saturdays before and one turday immediately after the meeting order to have vacation during the tes, July 4-5-6-7, so that the students d members of the faculty may attend e Des Moines meeting.

Visitors will be welcome before these tes and after these dates and every opportunity will be given them to learn of the work that Iowa is conducting at the State Teachers College.—HOMER H. SEERLEY, *President.*

Iowa

THE FACT that the National Education Association is soon to meet at Des Moines focuses the interest of the teachers of the Nation upon Iowa and her capital city. The following interesting facts and statements have been compiled from material furnished by the Secretary of the Iowa State Teachers' Association, Charles F. Pye:

Legend has it that when the first Indians in the course of their wanderings came into the part of the Mississippi valley now known as Iowa, they found it fair beyond their imaginings and beheld in it the land of promise, and so called it Iowa, meaning "beautiful land."

Iowa is the very heart of the great Mississippi valley. From east to west the State measures 335 miles, an area as large as all the New England States combined. The water area of this great commonwealth is but 561 square miles; its land area is 35,575,030 acres, and of this vast area 98.4 per cent is now under cultivation. It is largely from the cultivation of this rich land that the wealth of the State comes.

Iowa was ranked seventh among the States in point of school efficiency by Dr. Ayres. Ninety-nine per cent of her population is literate; one in four is in school. Iowa State University at Iowa City ranks second in the number of graduate students. Iowa's secondary schools are among the best in the country. Millions of dollars are expended every year in building and improving high schools, grade schools, and consolidated schools. New consolidated schools are taking the place of the little white school-house that once was seen on alternate section lines. Qualifications for teachers in Iowa are among the highest of any State, and her teachers among the best paid.

Iowa was chosen as the meeting place of the National Conference on Parks in January, 1921, because of the "extraordinary results in the fields of State park creation and development by the State of Iowa under its Public Park Act."

Among the State parks in Iowa are: The Devil's Backbone in Delaware County; Boneyard Hollow in Webster County; an area near Farmington, in Van Buren County; the beautiful Keosauqua Park in Van Buren County; Lepley Park in Hardin County; an area near Oakland in Pottawattamie County; land near Oakland Mills in Henry County; Roosevelt Park in Floyd County; and Wild Cat Den in Muscatine County.

One of the most beautiful spots in Iowa, one that no doubt will shortly be included in the National park system, is that part of the upper Mississippi valley which embraces Allamakee County and portions of Winnishiek, Clayton, Fayette, Dubuque, and Delaware Counties. The rare charm and beauty of this part of northeastern Iowa is unsurpassed in the Middle West.

Here are scenes of quiet beauty, of stately grandeur; here is the splendid magnificence of the palisades, the colorful and curiously jagged walls telling an interesting story; here limpid pools of water murmur around the thousand islands of the Mississippi; here are hills and valleys, each a dream of beauty with flowing streams, exquisite waterfalls, and towering castellated walls clothed with the shimmering green of summer or the glowing colors of autumn.

In the northern part of Iowa are many enchanting spots. Lake Okoboji, famous over the Middle West as a summer resort, and but one in a chain of lakes in Dickinson County, is the mecca of thousands every year. Here the charm of the prairie and of the forest, of hill and of valley, meet. About the shores of the lakes are woods of oak, maple, elm, and birch, and but a few miles distant are the rolling fields of green and gold. Homelike modern hotels, numerous summer homes, an excellent nine-hole golf course, tennis courts, dancing pavilions, and other entertainment features are among the things that Okoboji affords the visitor in addition to excellent bathing, fishing, and boating. On the west shore of the lake is located Camp Holliday, a camp for girls, and on the same side Lakeside Laboratory, owned and operated by the State University as a summer school and experiment station. The camp-meeting grounds of the Methodist Episcopal Church, where annually a large conference is held, are also on West Okoboji, as well as the extensive grounds belonging to the Y. W. C. A., where throughout the summer, school and working girls of several States spend happy, carefree vacations at a minimum expense.

Clear Lake, too, in Cerro Gordo County, is another Iowa beauty spot and much frequented in the summer months. Although not so large as Okoboji, it is a popular vacation spot.

The* Journal *of the
National Education Association

Published monthly except July and August by the National Education Association of the United States

Fred M. Hunter
President

J. W. Crabtree
Secretary

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

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Members are kindly requested to report at once any change of address, giving old as well as new address.

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Towner-Sterling Bill

THE SMITH-TOWNER BILL of the last Congress, revised and perfected, is the Towner-Sterling Bill in the present Congress. It is sponsored by Congressman Horace Mann Towner, of Iowa, in the House, and by Senator Thomas Sterling, of South Dakota, in the Senate. This bill gives to education *primary recognition* and provides *recognized leadership*, by creating a Department of Education with a Secretary in the President's Cabinet. It also authorizes appropriations by the Federal Government to aid and encourage the States in the promotion of education. Not only educators but the friends of public education throughout the Nation are giving it their earnest support.

Other measures have been introduced in Congress affecting education, but all these would leave education submerged in a subordinate position in some department of the Government. That education is of primary importance to the Nation cannot be questioned. Washington so declared it to be, and President Harding has so declared it to be. Why, then, should it not be given *primary recognition?* Why should there not be a Department of Education? There is only one satisfactory answer,—There should be, and there will be. No other solution can be permanent. As Charles Sumner has said, "No question is settled until it is settled right."

The Change in the Commissionership

OUT OF A CLEAR SKY after the JOURNAL has gone to press comes the announcement of the dismissal of Dr. Claxton as Commissioner of Education and the appointment of Mr. J. J. Tigert in his place. This action will be deplored by the friends of public education throughout the Nation. It is not necessary to discuss the long and faithful service of Dr. Claxton, whose work has had the approval of two successive presidents of opposite political faith, nor is it necessary to review the little-known record and untried leadership of the man who has been named for his place. It it most unfortunate that a change should be made at this time when the need for recognized national leadership in education is imperative. It is certain to be construed as having been determined by political motives and in total disregard of the growing demand for the elevation of the Nation's chief educational office.

The Summer Vacation

VACATION days are close at hand, if not actually begun. The practise of having long vacations in the schools originated when the country was young. The first school terms were but a few weeks in length. During the warmer and busier seasons pupils as well as teachers were needed for other tasks. With changing conditions, however, the average school term has lengthened to about 160 days, or eight school months. The average teacher has a vacation period of from three to four months. The teacher who is in poor health may need that much time for rest and recreation, but most teachers take advantage of this period of leisure to supplement their salaries or to obtain additional training. Too much emphasis cannot be placed on the importance of this additional training, both to the teacher and to society. Better preparation and higher salaries are usually found together. Many salary schedules allow considerable advances for summer training.

The importance to the Nation of summer training is incalculable. The teacher-training institutions of the country could probably accommodate 100,000 summer students without undue crowding. Most summer-school students are practising teachers. They bring to their work greater maturity and better methods of study than the students of the regular year. They tak with them to their schoolrooms in th fall increased power and inspiration s that many times a hundred thousan children are directly benefited. Al hail to the summer school. It is a schoo of service. The teacher who attends i a true soldier and a patriot. The summer school director who through moder methods of publicity obtains a large enrolment is rendering society a great an distinctive service.

The Local Association

OVER A THOUSAND loca groups have already affiliated wit the National Association. Others hav requested information as to methods o organizing and work. Under its new plan of operation the National Association is especially interested in local organization. As professional spirit grows among teachers the tendency will be fo every teacher to belong to a local unit and for every member of the local uni to have membership in State and National associations.

Most of the work of education associations has one of two general aims. The first aim is the elevation of the estimate which the public places upon the importance of education. Not until the public insists that every child in the United States have an adequate schooling in a properly equipped building under the guidance and inspiration of professionally trained teachers can our education associations feel that the first part of their mission is achieved.

The second aim of the education association relates to the work which the teacher does and her attitude toward that work. It may be even more fundamental than the aim first mentioned, for public appreciation of education can be won and held only in proportion as education is worthy of appreciation. Scholarship, community leadership, high-minded devotion to professional ideals, appreciation of the work of fellow teachers—all these underlie public support of education.

The local education association may well be regarded as an excellent example of democracy in action. Voluntary organization on a high plane and for lofty purposes is one of the indispensable agencies of democratic progress. Democracy is more than a constitution, or a form of government, or guarantees of certain rights and privileges. While it may be all of these, its roots strike deep into much more fundamental things. It is born of mutual good-will and trustworthiness. It springs from a desire to let live as well as to live. It conserves the enormous energies that lie hidden in the originalities, the initiatives, and the enthusiasms of the individual. It thrives on the self-restraint that prompts individuals to give loyalty to the common welfare. Democracy is the spirit of service in the hearts of people. Without this spirit there can be no genuine democracy in the home, in the school, in industry, or in community life.

Voluntary organization for mutual fellowship and collective service is of the very essence of democracy. The emotional fabric of democracy is spun from the golden threads of mutual appreciation and the comradeship of constructive work. Local associations foster this essential democratic quality. To cultivate in their members right attitudes toward each other, toward their work, and toward the great problems of our democratic life as those problems relate to children and to education—these are the primary aims of local educational associations.

EDUCATIONAL ADVANCE

National Congress of Mothers and Parent-Teacher Associations held its twenty-fifth annual convention in Washington, D. C., during the last week in April. A strong and varied program was presented. The principal officers are as follows: Mrs. Milton P. Higgins (Mass.), president; Mrs. Joseph Garibaldi (N. C.), recording secretary; Mrs. George B. Chandler (Conn.), corresponding secretary; Mrs. Hubert N. Rowell (Calif.), treasurer; Mrs. C. H. Remington (R. I.), auditor; and Mrs. Giles Scott Rafter (D. C.), historian.

A National Council for the Social Studies—The wider introduction of the social studies—history, government, economics, sociology, and related subjects—into the public schools is to be promoted actively through the organization of the National Council for Teachers of Social Studies. Temporary organization of this Council was effected March 3, 1921, at Atlantic City in connection with the meeting of the Department of Superintendence of the National Education Association.

The Council aims to secure a greater degree of coöperation among those interested in promoting these social science subjects in the elementary and secondary schools. It plans to put its members in touch with new materials of instruction, particularly of an experimental character, through a new Department of Social Studies to be conducted monthly in the *Historical Outlook,* and also hopes to issue other publications from time to time. It aims to coördinate the efforts of the many national and regional associations and committees which are investigating social studies courses. A scientific social science curriculum can be constructed only by bringing these groups together, particularly (1) the public school teachers who know classroom conditions, (2) the administrators who can answer such practical questions as how much history, government, etc., can be offered in the general curriculum of the school, (3) the curriculum workers and educational psychologists who can advise on problems of learning, and (4) the college specialists who can aid through their knowledge of subject-matter essential to such courses. Such are the purposes of the Council. The outcome of bringing all these groups interested in improving these courses together should be to provide elementary and secondary school pupils with a better understanding of contemporary civilization.

The officers elected for the ensuing year are: President, A. E. McKinley, Managing Editor of the *Historical Outlook,* Philadelphia, Pennsylvania; vice-president, R. M. Tryon, University of Chicago, Chicago, Illinois; secretary-treasurer, Edgar Dawson, Hunter College, New York, N. Y.; assistant secretary, E. U. Rugg, Horace Mann School of Teachers College, New York, N. Y. They, with four other members, will act as a temporary executive committee to carry on the business of the Council during the year and to report plans and policies for permanent organization at the next annual meeting.

Colorado—The town of Rifle has planned a building program for its consolidated school system, which is to be carried out through a period of years. The general plan includes a grade school, a high school, a junior high school, a teacherage, a students' dormitory, a garage, and a school shop. The first building to be constructed will be the new senior high school, which will occupy the front center of the campus.

The Colorado Education Association has been conducting a campaign for legislation to improve educational conditions. R. A. Puffer, manager of the *Colorado School Journal,* appeared before the legislature as the representative of the association. According to the *School Journal,* a new minimum salary law provides that the county as a whole shall guarantee the minimum salary to all the teachers of the county by levying a tax which may be as high as five mills; provides State aid for districts where the five-mill county tax will not raise a sufficient fund to pay the minimum salary to all teachers in the county; and gives definite recognition of professional training for the first time in the statutes of Colorado. The law guarantees a minimum of $75 a month to every teacher in the State, of $1000 a year to teachers of two years' training, and $1200 to teachers of four years' training.

The *School Journal* also reports that more than a third of the teachers of Colorado are members of the National Association and gives a list of the local associations which have affiliated with the National Association. Denver, Pueblo, Rocky Ford, and Longmont are among the larger cities having 100 per cent enrolments.

Iowa—President Seerley of the Iowa State Teachers College at Cedar Falls reports that the recent general assembly appropriated $1,598,000 for the school for the next biennial period. Of this amount, $1,368,000 is for support and $230,000 for new buildings and land.

Kansas—The *Kansas Teacher* for April contains an account of the educational legislation considered by the recent State legislature. The most important measure provides for a State School Code Commission to study the school laws of Kansas and to report to the 1923 legislature a code of existing school laws with recommendations for new laws. The commission consists of two members of the Senate, Paul Kimball, of Parsons, and J. M. Johnson, of Hiawatha; two members of the House, Minnie Grinstead, of Liberal, and Ida Walker, of Norton; two members appointed by the governor, Sheffield Ingalls, of Atchison, and Clarence Rarick, of the Fort Hayes Normal; one member appointed by the State Superintendent of Public Instruction, not yet named.

Minnesota—The six State normal schools of Minnesota have been made teachers' colleges with power to grant appropriate degrees by H. F. No. 890, which has recently been signed by the Governor. The board which has charge of these schools will in the future be known as State Teachers' College Board. These teachers' colleges are located at Winona, Mankato, St. Cloud, Duluth, Moorhead, and Bemidji.

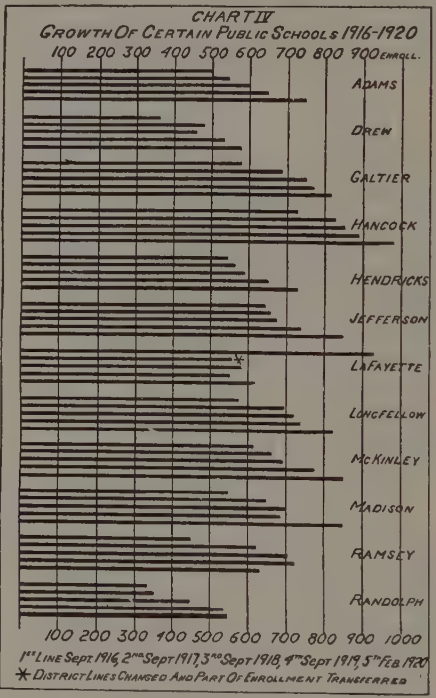
Missouri—State Superintendent S. A. Baker gives a statement in the *Missouri School Journal* for April of the new school laws passed by the General Assembly of Missouri. "The General Assembly, this session," says Superintendent Baker, "has passed more real constructive measures for the benefit of the public schools than ever before in the history of the State." The most important of these statutes relate to the county unit of school organization, physical education, rehabilitation of persons injured in industry, and higher qualification for teachers.

The County Unit bill was the storm center of the General Assembly and is the most significant of the measures passed. The new organization, which goes into effect 90 days after the close of the session, will include all of the territory in each county except school districts maintaining first-class high schools and districts lying in two counties. Present school districts are to be known as local school districts. County boards of education will consist of six members. These boards will have power to elect and fix the salary of the county superintendent for terms of four years; to contract with teachers and other school officers; to change boundary lines of local districts; to establish and maintain high schools; to levy taxes; to issue bonds; to make rules for the government of the schools; and to adopt textbooks. Local school boards are charged with the preparation of budgets and the selection of teachers from a list of eligibles furnished by the county superintendent; the selection of janitors and other employees; and the care of school buildings and other property.

Nebraska—State Director A. J. Stoddard, superintendent of city schools, Beatrice, reports that the Nebraska State Teachers' Association at its meeting in Omaha last November unanimously voted to affiliate with the National Education Association and also voted to reorganize on a representative basis. A committee was appointed which drafted a constitution. This constitution was reported to the teachers and almost unanimously adopted. The following were elected officers of the association: Supt. J. H. Beveridge, of Omaha, president; Supt. W. H. Morton, of Fairbury, vice-president; Prin. J. F. Matthews, of Grand Island, treasurer; and H. O. Sutton, of Kearney State Normal School, secretary.

In accordance with the new plan the State has been divided into districts, each of which held a meeting this spring. At the general meeting in Omaha next November, district representatives will transact the business of the association. Over 6000 teachers have become members of the association, and the executive committee plans to canvass the county institutes for additional members.

The Omaha schools, according to the *School Forum*, have a 72 per cent membership in the National Education Association; 24 schools have a 100 per cent membership, and it is expected that the city will have a 100 per cent enrolment before the July meeting.



THIS CHART from the Official Bulletin of the Department of Education of St. Paul, Minnesota, shows the growth in the public schools of St. Paul during a period of five years. The increased school population in St. Paul is typical of the school growth in many localities which has been one of the causes of the teacher shortage and of the need for larger building programs and for more liberal financial support.

New York—Katherine D. Blake, State director for New York, reports that the recent legislature enacted no especially important educational measures, the commission appointed last year by the Mayors' Conference and the Regents of the State of New York not having completed its report. This commission, which will work with the legislative commission, is preparing to recast the educational laws of the State for the consideration of the next legislature. There is a demand for State legislation which will relieve the schools from local domination and put them more thoroughly in the hands of the State authorities.

The State Department of Education has announced a six-weeks' course for teacher librarians to be given at the State Library, beginning July 6, 1921. The school will be under the supervision of Sabra W. Vought, State Inspector of School Libraries.

Oklahoma—Two years ago the leading school men and women of Oklahoma reorganized the State teachers' association, subdividing it into six district associations and these into some 83 county or other local units, and provided for affiliation and representation throughout the system. During the year now closing, thirteen thousand teachers joined hands in this scheme of organization to promote Oklahoma's school interests. The progress made has more than warranted the effort.

Last year the school people through the Oklahoma Education Association initiated an amendment to the State constitution, providing for a minimum six-mill State-wide levy, to be redistributed to the schools on a per capita basis. The amendment failed at the polls last November.

This year the association prevailed upon the legislature to submit to the people for their ratification another amendment providing for a possible twenty-five mill local school district levy—the boards to be permitted to levy fifteen mills, with a possible ten additional to be voted by the people. The legislature went further and directed the Governor by resolution to call an early special election throughout the State on this amendment. It is hoped that the schools may get the benefit of this amendment for the 1921-22 school year. The people are ready to vote on it, and there is little doubt but that it will carry at the polls in May.—M. A. NASH, *Secretary Oklahoma Education Association, Oklahoma City.*

ENROLMENT *and* AFFILIATION

Completed Enrolments

THE following schools have completed their reports for one hunred per cent membership enrolment in he National Education Association ince the list was published in the May OURNAL:

Alliance, Ohio, *Franklin School*, W. E. Cobbs, Principal.

Beatrice, Nebr., *Belvidere School*, Andrewina Stewart, Principal; *Central School*, Alice Dobbs, Principal; *Fairview School*, Irene Scroggs, Principal; *Glenover School*, Mrs. H. C. Carlson, Principal; *South School*, Zoa Worden, Principal.

Bloomington, Ind., *Bloomington Public High School*, C. R. Clayton, Principal.

Centralia, Ill., *City Public Schools*, Ethel M. Parkinson, Superintendent; *Eugene Field School*, Jennie Ruby, Principal; *Lincoln School*, J. S. Hunnicutt, Principal; *Schiller School*, Helen Bohn, Principal; *Washington School*, Elizabeth Keiser, Principal.

Champaign, Ill., *Columbia School.*

Chico, Calif., *Chico Public School*, Charles H. Camper, Superintendent; *Bidwell School*, Annie B. Reidel, Principal; *Chapman School*, Beryl C. Mansfield, Principal; *Chico Vecino School*, R. M. Sisk, Principal; *High School*, James Ferguson, Principal; *Nord Avenue School*, Mary Doyle, Principal; *Oakdale School*, S. P. Robbins, Principal; *Paradise School*, Dan H. Reese, Principal; *Rosedale School*, Josephine Bryan, Principal; *Sacramento Avenue School*, Grace Bell, Principal; *Salem Street School*, Alice M. Crum, Principal.

Cincinnati, Ohio, *Linwood School*, D. S. Richards, Principal.

Clovis, N. Mex., *Clovis Public Schools*, E. W. Bowyer, Superintendent.

Columbus, Ohio, *Fulton Street School*, Belle Torrey Scott, Principal.

Decatur, Ill., *Dennis School*, Margaret M. O'Brien, Principal.

East Cleveland, Ohio, *Superior School*, Belle L. Parks, Principal.

East Liverpool, Ohio, *Maplewood School*, Claudia E. Gill, Principal.

Eau Claire, Wis., *County Training School*, F. E. Joastad, Principal.

Elko, Nev., *Elko County High School*, Bertha C. Knemeyer, Principal.

El Paso, Tex., *Beall School*, Myra Prater, Principal; *Sunset School*, E. T. Walker, Principal.

Fairbanks, Alaska, *Fairbanks Public Schools*, Henrietta A. Mirick, Superintendent.

Grand Rapids, Mich., *Stocking School*, Meda Bacon, Principal.

Greeley, Colo., *Cameron School*, Luna Smith, Principal; *Central School*, Carrie Fashbaugh, Principal; *East Ward School*, Mrs. Ethel Dowell, Principal; *Greeley Public Schools*, G. E. Brown, Superintendent; *High School*, F. A. Ogle, Principal; *Junior High School*, Carrie Fashbaugh, Principal; *Meeker School*, Carrie Fashbaugh, Principal; *North Ward School*, Jessie Alice Fink, Principal; *South Ward School*, Luna Smith, Principal; *West Ward School*, Mabel Cochran, Principal.

Indiana, Pa., *State Normal School*, John A. H. Keith, Principal.

Indianapolis, Ind., *Francis Parker School*, Grace M. Black, Principal; *School Number 27*, Alice O'Hair, Principal.

Kansas City, Kans., *Bancroft School*, Mary Nelson, Principal; *Central School*, Amanda Weber, Principal; *Chelsea School*, Elizabeth Miller, Principal; *Cooper School*, Elizabeth Miller, Principal; *Eugene Field School*, Carrie Drisko, Principal; *Frances Willard School*, Elizabeth Sparks, Principal; *Greystone School*, Blanche Ketchum, Principal; *Horace Mann School*, Lucy McCoy, Principal; *Irving School*, Esther Meade, Principal; *Longfellow School*, Grace Roberts, Principal; *Oakland School*, Albert Evans, Principal; *Parker School*, G. W. Phillips, Principal; *Stanley School*, Margaret Cathcart, Principal.

Kansas City, Mo., *G. B. Logan School*, Eurania C. Milligan, Principal; *Norman School*, Lucy J. Smoot, Principal; *St. Joseph School*, Inez M. Wolf, Principal; *Whittier School*, Jessie Sanderson, Principal.

Kenton, Ohio, *Kenton Public Schools*, B. B. Clark, Superintendent.

Keokuk, Iowa, *Elementary Teachers' Club of Keokuk*, Florence Gabriel, Corresponding Secretary.

Laramie, Wyo., *East Side School*, Lillie Perkins, Principal; *Junior High School*, Alma Herfurth, Principal; *South Side School*, Vera Asplund, Principal.

Lawrenceville, Ill., *Lawrenceville Township High School*, R. R. Dennison, Principal.

Lockport, N. Y., *High School*, Emma M. Evans, Principal.

Los Angeles, Calif., *Garvanza School*, Sidney V. Good, Principal; *Sawtelle Boulevard School; Second Street School*, William B. Frackelton, Principal.

Mayfield, Calif., *Mayfield Grammar School*, Katherine R. Smith, Principal.

Medford, Mass., *James School*, Nellie M. Baker, Principal.

Moline, Ill., *Central Grammar School*, Emma L. Cooper, Principal; *Garfield School*, Alice H. Wheelock, Principal; *Grant School*, Anna Wright, Principal; *Washington School*, Grace Putnam, Principal.

Montrose, Colo., *Central School*, R. R. Brown, Principal.

Morgantown, W. Va., *Westover School*, Cecil R. Gates, Principal.

Norwood, Ohio, *Allison Street School*, George E. Reeves, Principal; *North Norwood School*, H. H. Maddux, Principal; *Sharpsburg School*, W. K. Housh, Principal.

Oakland, Calif., *Melrose School*, Paul Martin, Principal.

Omaha, Nebr., *David Hill School*, Esther Larsen; *Florence School*, Bertha Thoelecke, Principal.

Owensboro, Ky., *Third Street School*, J. W. Snyder, Principal.

Paulding, Ohio, *Paulding County Schools*, John C. Berg, Superintendent.

Portsmouth, N. H., *New Franklin School*, Fannie Chapman, Principal.

Racine, Wis., *Winslow School*, Frederick C. Meyer, Principal.

Riverside, Calif., *Lincoln School*, Laura M. Byron, Principal.

Rock Island, Ill., *Audubon School*, Jane L. Wilcox, Principal; *Center Station School*, Ella Dingeldein, Principal.

Tiffin, Ohio, *Miami Street School; Monroe Street School.*

Warren, Ohio, *Central Elementary School*, Zella G. Spear, Principal.

Affiliated State and Local Associations

THE following associations are in addition to the affiliations which were reported in the May JOURNAL:

Amsterdam, N. Y., *Montgomery County Teachers' Association*, Evelyn M. Kavanaugh, Secretary.

Ardmore, Pa., *Ardmore Avenue School*, Edgar Robinson, Principal.

Baton Rouge, La., *Louisiana Teachers' Association*, P. H. Griffith, President.

Bedford, Va., *Bedford County Teachers' Association*, Bessie Coppedge, Secretary.

Bemidji, Minn., *Bemidji Unit of the N. E. A.*, J. A. Elson, Secretary.

Berkeley, Calif., *Berkeley Teachers' Association*, Harriet Rose Parker, Secretary.

Binghamton, N. Y., *Binghamton Teachers' Association*, Mildred Smith, Secretary.

Boston, Mass., *Boston University School of Education*, Arthur H. Wilde, Director.

Bridgeport, Vt., *Bridgeport Teachers' Association*, Charlotte E. Hopkins, Secretary.

Brooklyn, N. Y., *Public School* 152, Jeanette Borchers, Assistant Principal.

Buckhannon, W. Va., *Faculty of West Virginia Wesleyan College*, Thomas W. Haught, Secretary.

Central Falls, R. I., *Central Falls Teachers' Association*, Annie F. Bowker, Treasurer.

Chanute, Kans., *Chanute Teachers' Association*, N. Pearl Killion, Secretary.

Charleston, Mo., *Community Teachers' Association*, Mabel Roberts, Secretary.

Cheney, Wash., *Cheney Washington Unit of the N. E. A.*, Doretha Guthrie, Secretary.

Chicago, Ill., *Chicago Teachers' League*, C. A. Hoffman, President.

Chico, Calif., *Chico Teachers' Club*, Mary J. Mahony, Secretary.

Cincinnati, Ohio, *The Cincinnati Women Teachers' Association*, Nell B. Mitchell, Corresponding Secretary.

Cleveland Heights, Ohio, *Cleveland Heights Teachers' Association*, Charlotte E. Williams, Corresponding Secretary.

Colorado Springs, Colo., *Teachers' Association of the School for the Deaf and Blind*, Grace M. Beattie, President.

Connersville, Ind., *Fayette County Teachers' Association*, A. C. Payne, Superintendent.

Corinth, Miss., *Teachers' Professional Study Club*, Clara M. Ray, Secretary.

Cullman, Ala., *Alabama Education Association*, H. G. Dowling, Secretary.

Davenport, Iowa, *Scott County Teachers' Association*, Harriet J. Koch, Secretary.

Decatur, Ill., *Decatur Teachers' Association*, May P. Williamson, Secretary.

East Liverpool, Ohio, *East Liverpool Teachers' Association*, Eva A. Shaw, Corresponding Secretary.

Elkhart, Ind., *Elkhart City Schools*, B. W. Kelly, Superintendent.

Elkton, Md., *Maryland State Teachers' Association*, Hugh W. Caldwell, Secretary.

ERIE, PA., *Erie Teachers' Association*, G. R. Fisher, Secretary.
FORT COLLINS, COLO., *Fort Collins Teachers' Club*, Margaret Demmel, Corresponding Secretary.
FORT WAYNE, IND., *Principals' Club*, Keturah M. Williams, Secretary.
FORT WORTH, TEX., *Texas State Teachers' Association*, R. T. Ellis, Secretary.
FRANKLIN, PA., *Franklin Teachers' Association*, Grace Moore, Secretary.
GALENA, ILL., *Galena Teachers' Association*, Fred Seubert, Secretary.
GARFIELD, N. J., *Garfield Teachers' Association*, Elsie A. Farrell, Secretary.
GLENDALE, CALIF., *Glendale City Teachers' Club*, Alice Ross Livesy, Secretary.
GOSHEN, IND., *Elkhart County Teachers' Association*, Ida Gilbert, Secretary.
GREENVILLE, MICH., *Greenville Teachers' Club*, Bess Hutchinson, Treasurer.
HAMPTON, VA., *Elizabeth City County Teachers' Association*, Louise Childs, Secretary.
HARRISBURG, PA., *Pennsylvania State Education Association*, James Herbert Kelley, Secretary.
HAYS, KANS., *Fort Hays Kansas Normal School*, J. P. Callahan, Secretary.
HONOLULU, HAWAII, *Oahu Teachers' Association*, Ethyl L. Burgun, Secretary.
HOQUIAM, WASH., *Hoquiam Teachers' Association*, Susie Lenfesty, Secretary.
INDIANA, PA., *State Normal School*, John A. H. Keith, President.
JEFFERSONVILLE, IND., *Federation of Jeffersonville Teachers*, Margaret Poindexter, Secretary.
KANSAS CITY, KANS., *Du Bois Teachers' Club*, May McClelland, Secretary.
KAUKAUNA, WIS., *Teachers' Council of Kaukauna*, Tessie O'Keefe, Secretary.
LACONA, N. Y., *Teachers of First Supervisory District of Oswego County*, Mildred G. Pratt, District Superintendent.
LAFAYETTE, IND., *Public School Teachers of Lafayette, Indiana*, Ella Thompson, Secretary.
LA JUNTA, COLO., *La Junta Teachers' Association*, Hazel Wolfe, Secretary.
LITTLETON, N. H., *Littleton Teachers' Club*, Bertha C. Manchester, Secretary.
LOGAN CITY, UTAH, *Logan City Teachers' Association*, Agnes K. Dewey, Secretary.
LOGANSPORT, IND., *Logansport Teachers' Federation*, Minnie Gibbard, Secretary.
LORAIN, OHIO, *Lorain Teachers' Club*, Fern Stewart, Secretary-Treasurer.
LOS ANGELES, CALIF., *Los Angeles City Teachers' Club.*
LOUISVILLE, KY., *Kentucky Educational Association*, R. E. Williams, Secretary.
MACOMB, ILL., *McDonough County Teachers' Association*, Margaret Crain, Secretary.
MADISON, S. D., *Eastern South Dakota State Normal School*, B. M. Lawrence, Secretary.
MANCHESTER, N. H., *New Hampshire State Teachers' Association*, Caroline E. Head, Secretary.
MUSCATINE, IOWA, *Muscatine City Teachers' Federation*, Minetta J. Headley, Secretary.
NEVADA, MO., *Public School Teachers*, C. F. Daugherty, Acting Secretary.
NEWARK, N. J., *First and Head Assistants' Association*, Alice C. Campion, Secretary; *Grade Teachers' Organization*, L. Hilda Rose, Corresponding Secretary.
NEW YORK, N. Y., *Faculty of Teachers' College*, James E. Russell, Dean; *Public School* 80, *Borough of Queens.*
NORTH ATTLEBORO, MASS., *North Attleboro Teachers' Association*, Alice M. Hall, Secretary.
NORWOOD, OHIO, *Norwood Teachers' Association*, Louise M. Jackson, Secretary.
OIL CITY, PA., *Oil City Teachers' Association*, Jean Mackenzie, Secretary.
OMAHA, NEBR., *Primary Kindergarten Council*, Orietta S. Chittenden, President.
OWENSBORO, KY., *Owensboro Teachers' Association*, J. W. Snyder, Secretary.
PHOENIX, ARIZ., *Phoenix Teachers' Association*, Katherine Tullock.
PITTSBURGH, PA., *Pittsburgh Teachers' Association*, Mary Rowlands, General Secretary.
PORTSMOUTH, VA., *Portsmouth Teachers' Association*, Hilda S. White, Secretary.
PRESQUE ISLE, MAINE, *Presque Isle-Westfield Teachers' Club*, Rowena C. McGowan, Secretary.
RICHFORD, VT., *Richford Teachers' Association*, Charlotte E. Hopkins, Secretary.
SALEM, ILL., *Marion County Teachers' Association*, Mary E. Burns, Secretary.
SALT LAKE COUNTY, UTAH, *Granite Teachers' Association*, Laura Christensen, Secretary.
SANTA ANA, CALIF., *Santa Ana City Teachers' League*, Frances Lapum, Corresponding Secretary.
SEDALIA, MO., *Community Teachers' Association of Sedalia*, Nina K. Slater, Secretary-Treasurer.
SIOUX CITY, IOWA, *Sioux City High School Teachers' Association*, Cora Carlson, Secretary.
SLIPPERY ROCK, PA., *Slippery Rock State Normal School*, J. Linwood Eisenberg, Principal.
SOUTH HAVEN, MICH., *South Haven Teachers' Club*, Pearl Marsh, Secretary.
STAUNTON, VA., *Staunton Teachers' Association*, Jonnie Hiner, Secretary.
ST. LOUIS, MO., *Elementary School Principals' Association*, Robert St. Clair, Secretary.
STEVENS POINT, WIS., *State Normal School*, John F. Sims, President.
SUFFOLK, VA., *Suffolk Teachers' Association*, Nettie Parker, Secretary.
TRINIDAD, COLO., *Trinidad Teachers' Association*, Mary Rose O'Brien, Secretary.
TROY, ALA., *State Normal School*, Mrs. Arthur Owens, Secretary.
WASHINGTON, D. C., *Washington Local Branch* 65, Mrs. E. T. Campbell, Secretary.
WEST CHESTER, PA., *State Normal School*, Andrew Thomas Smith, Principal.
WILLIAMSBURG, VA., *College of William and Mary*, J. A. C. Chandler, President.

NOTES *and* ANNOUNCEMENTS

Schedule of official meetings as provided in the By-laws. Places of meeting will be announced in the official program.

Executive Committee, Saturday afternoon, July 2, at 4 o'clock.

Board of Directors, Sunday forenoon, July 3, at 10:30 o'clock.

Meeting of Delegates by States, Sunday afternoon, July 3, at 5:00 o'clock.

Committee on Credentials will hold a meeting Monday forenoon, July 4, at 8:30 o'clock.

Annual Business Session, Begins Monday forenoon, July 4, at 9:30 o'clock.

Committee on Resolutions, Monday afternoon, July 4, at 4:00 o'clock.

Committee on Nominations, Tuesday forenoon, July 5, at 9:00 o'clock.

New Board of Directors, Friday afternoon, July 8, at 2:00 o'clock.

Board of Trustees, Friday afternoon, July 8, at 4:00 o'clock.

The business session begins on the second day of the meeting as provided in the By-laws, Monday, July 4, at 9:30 o'clock, and will be continued from day to day during the week closing on Friday, July 8, at 12:00 o'clock. The election of officers will take place at the last meeting.

Reduced round trip rates to the Des Moines meeting have been granted by the several passenger associations. These rates will apply to members of the Association and dependent members of their families. Round trip tickets will be sold at one and a half fare with a minimum of one dollar. Members who hope to attend, even though they are not sure they can do so, should get Identification Certificates at once. These may be had by applying either to N. E. A. State Directors or to the Secretary's office at Washington. A list of State Directors may be found on page 85 of the April JOURNAL. Mary McSkimmon, Principal Pierce School, Brookline, is now State Director for Massachusetts.

Summer excursion rates of one and a third fare with full stop-over privileges may be had from principal stations in California, Nebraska, Oregon, Washington, and Western British Columbia to Chicago, New York, Boston, Philadelphia, Washington, D. C., and other points.

Local ticket agents will furnish information as to rates, dates of sale, validation, and other conditions governing both N. E. A. tickets and the summer excursion tickets. Application should be made to the agent some time in advance.

Headquarters for the National As-

(*Continued on page* 117)

Annual Meeting--Program

THE FOLLOWING is a tentative program of the 59th annual meeting of the National Educaion Association at Des Moines, Iowa, uly 3-8. General sessions will be held n the Coliseum.

Sunday Evening

July 3, 8:00 o'clock

Iusical program—Concert recital.
ddress by Bishop Homer C. Stuntz, Omaha, Nebr.

Monday Morning

July 4, 9:30-10:30 o'clock

irst business session of the Representative Assembly to which all members of the Association are welcome.

eport of the Committee on Salaries—D. B. Waldo, President State Normal School, Kalamazoo, Mich., Chairman.
eport of the Committee on Tenure—Charl O. Williams, Superintendent Shelby County Schools, Memphis, Tenn., Chairman.
eport of the Committee on Pensions—(Joseph Swain, President Swarthmore College, Swarthmore, Pa., Chairman)—John W. Carr, for the Committee.
eport of the Editor-in-Chief of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION—W. C. Bagley, Professor of Education, Teachers' College, Columbia University, New York, N. Y.

July 4, 10:45-12:00 o'clock

eport of Committee on Reorganization of Elementary Education—Margaret S. McNaught, Commissioner Elementary Education, Sacramento, Calif., Chairman; Olive M. Jones, Principal Public School No. 120, New York, N. Y.
mposium: The American Program in Education as It is Related to the Work of the Principal—Ida Lee Woody, Principal Hamilton School, St. Louis, Mo.; J. J. Zmrhal, Principal Herzl School, Chicago, Ill.; Geoffrey Morgan, McBurney School, New York, N. Y.; Lewis W. Smith, Principal, Joliet, Ill.; John A. Sexson, Principal Union High School, Sterling, Colo.

Monday Afternoon

July 4, 1:30-2:00 o'clock

nericanization Pageant by the Des Moines Public Schools—

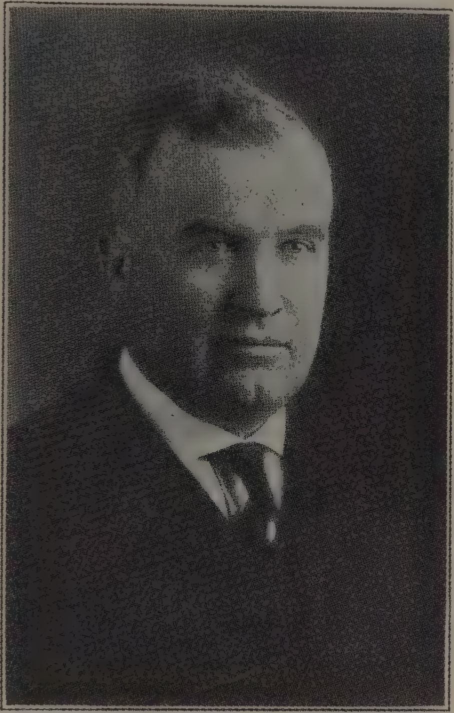
July 4, 2:00-4:00 o'clock

mposium: The American Program in Education as It is Related to the Classroom Teacher—Agnes S. Winn, Teacher Public Schools, Seattle, Wash.; Marion Higgins, St. Louis, Mo.; Allan Paterson, Des Moines, Iowa; Marion George, Trenton, N. J.
port of Committee on Sources of Revenue—William B. Owen, President Chicago Normal School, Chicago, Ill., Chairman.
port of Committee on Visual Education—Ira B. Bush, Superintendent City Schools, Erie, Pa., Chairman.

Monday Evening

July 4, 8:00 o'clock

Musical Program—
Addresses of Welcome—P. E. McClenahan, State Superintendent of Public Instruction, Des Moines, Iowa; J. W. Studebaker, Superintendent City Schools, Des Moines, Iowa; S. M. Wallace, President Iowa State Teachers' Association; the Mayor of Des Moines; the Governor of Iowa.



PRESIDENT FRED M. HUNTER, of the National Education Association, whose strong program promises to attract a large attendance at the initial meeting of the reorganized Association the first week in July. Mr. Hunter is superintendent of the Oakland (California) Schools. Before going to California he was prominent in public-school work in Nebraska.

Response for the National Education Association—J. A. C. Chandler, President College of William and Mary, Williamsburg, Va.
Address—Calvin Coolidge, Vice-President of the United States, Washington, D. C.
Address—Henry J. Ryan, Chairman Americanization Commission, American Legion.

Tuesday Afternoon

July 5, 1:30-2:00 o'clock

Health Pageant—

July 5, 2:00-4:00 o'clock

Symposium: The American Program in Education as It is Related to the Work of the Normal Schools and Teacher-Training Institutions—Robert H. Wright, President East Carolina Teachers' Training School, Greenville, N. C.; F. J. Kelly, Dean School of Education, University of Kansas, Lawrence, Kans.; John A. H. Keith, President State Normal School, Indiana, Pa.; John R. Kirk, President State Teachers' College, Kirksville, Mo.
Report of Committee on Health Problems in Education—Thomas D. Wood, Professor of Education, Teachers' College, Columbia University, New York, N. Y., Chairman.
Report of Committee on Illiteracy—Cora Wilson Stewart, National Illiteracy Commission, Frankfort, Ky., Chairman.

Tuesday Evening

July 5, 8:00 o'clock

Musical Program—
Address—The Parenthood of the State—Judge Ben B. Lindsey, Judge of Juvenile Court, Denver, Colo.
Address—Social Hygiene and Its Place in the Schools—Charles A. Barker, Representative International Rotary, Chicago, Ill.

Wednesday Morning

July 6, 9:00-10:15 o'clock

Second business session of the Representative Assembly.

Report of the President on the Program and the Development of the Association—Fred M. Hunter, Superintendent City Schools, Oakland, Calif.
Report of the Legislative Commission—George D. Strayer, Professor Educational Administration, Teachers' College, Columbia University, New York, N. Y., Chairman.
Discussion of Previous Reports—
Introduction of New Business for Special Order—

July 6, 10:30-12:00

Symposium: What Part Shall the Colleges and Universities Play in the American Program of Education?—L. D. Coffman, President University of Minnesota, Minneapolis, Minn.; Irving S. Cutter, Dean College of Medicine, University of Nebraska, Omaha, Nebr.; W. A. Jessup, President University of Iowa, Iowa City, Iowa; C. H. Judd, Head Department of Education, University of Chicago, Chicago, Ill.
Report of Commission on Reorganization of Secondary Education—William B. Owen, Principal Chicago Normal College, Chicago, Ill.

Wednesday Evening

July 6, 8:00 o'clock

Musical Program—
Address—A. H. Chamberlain, Secretary, California State Teachers' Association, San Francisco, Calif.

Thursday Morning

July 7, 9:00-10:15 o'clock

Third business session of the Representative Assembly.

Report of Field Secretary—Hugh S. Magill, Field Secretary National Education Association.

Report of Committee on Thrift Education—Arthur H. Chamberlain, Secretary California State Teachers' Association, Chairman.

Discussion of Previous Reports and Introduction of New Business—

July 7, 10:30-12:00 o'clock

Report of the Committee on Coördination of Research Agencies—Jesse H. Newlon, Superintendent City Schools, Denver, Colo., Chairman.

Symposium: What Shall be the Program in Education for City School Systems in View of the Objectives of the American Program in Education—Randall J. Condon, Superintendent City Schools, Cincinnati, Ohio; J. M. Gwinn, Superintendent City Schools, New Orleans, La.; J. W. Gowans, Superintendent City Schools, Winfield, Kans.; Peter Mortensen, Superintendent City Schools, Chicago, Ill.; W. L. Stephens, Superintendent City Schools, Long Beach, Calif.

Thursday Afternoon

July 7, 2:00 o'clock

Report of Committee on Foreign Relations—A. O. Thomas, State Superintendent of Public Instruction, Augusta, Maine.

Report of Committee on Payment of Expenses of Delegates—Cornelia S. Adair, Teacher Public Schools, Richmond, Va., Chairman.

Symposium: The State Program in Education and Its Bearing Upon the National Program—T. E. Finegan, State Superintendent Public Instruction, Harrisburg, Pa.; George H. Reavis, Deputy State Superintendent Public Instruction, Baltimore, Md.; T. E. Johnson, State Superintendent Public Instruction, Lansing, Mich.; May Trumper, State Superintendent Public Instruction, Helena, Mont.; M. L. Brittain, State Superintendent Public Instruction, Atlanta, Ga.

Thursday Evening

July 7, 8:00 o'clock

Musical Program—

Address—Judge Horace M. Towner, U. S. Representative from Iowa, Corning, Iowa.

Address—Aurelia Henry Reinhardt, President Mills College, Oakland, Calif.

Friday Morning

July 8, 9:00-12:00 o'clock

Final business meeting of the Representative Assembly.

Report of Secretary to Delegate Assembly—J. W. Crabtree, Secretary, National Education Association.

Report of Treasurer to Delegate Assembly—Cornelia S. Adair, Teacher Public Schools, Richmond, Va., Treasurer.

Report of Chairman of Board of Trustees—C. G. Pearse, President State Normal School, Milwaukee, Wis., Chairman.

Election of Officers—

Tentative Programs of Departments and Allied Organizations

National Council of Education will hold conferences Friday and Saturday, July 1 and 2. The Friday morning session, 8:30 o'clock, will have a meeting of the Committee on Membership, followed by roll call and report of the Secretary; the President's address, The Struggle for Power in the American Educational System; report of the Committee on State Administration of Schools; and preliminary report of the Committee on Character and Citizenship Education.

The Friday afternoon session will be devoted to reports of the Committees on Membership and Rural Education.

The Saturday morning session will include a meeting of the Executive Committee; address of welcome by F. M. Hunter, Oakland, Calif.; a symposium platform meeting with ten-minute addresses by P. P. Claxton, F. G. Blair, W. A. Jessup, Carroll G. Pearse, Fannie Fern Andrews, W. A. Brandenburg, and J. M. Gwinn; and reports of the Committee on Racial Well-Being by Helen C. Putnam, Providence, R. I., and of the Committee on Extension Education by L. H. Minkel, Fort Dodge, Iowa.

The Saturday afternoon session will include reports of the Executive Committee and those committees not on the schedule before February, 1922, viz.: Thrift Education, Democracy Applied to Education, American Teachers' Colleges, Educational Surveys, Participation of Teachers in School Management, and Reorganization of Seventh, Eighth, and Ninth Grades.

The Committee on the Elementary School Course, Katherine D. Blake, Chairman, will meet Tuesday morning, July 5.

The officers are: President, H. H. Seerley, Cedar Falls, Iowa; Vice-president, Josephine C. Preston, Olympia, Wash.; and Secretary, Adelaide S. Baylor, Washington, D. C.

Boy Scout Section will hold a conference at 2 o'clock, Tuesday, July 5, the place to be announced later. The following program will be given: How We Administer the Boy Scout and Girl Scout Movement in Our System, H. D. Ramsey, Superintendent of City Schools, Fort Scott, Kans.; How Closely Should the Boy Scout Movement Be Affiliated with the Public School System in a Large City? S. S. Baker, Assistant Superintendent Schools, Pittsburgh, Pa.; Demonstration by a Des Moines Boy Scout Troop, Fred G. Davie, Scout Executive, Des Moines, Iowa; The Future of Scouting, James E. West, Chief Scout Executive, New York, N. Y.; The Report of the Committee on the Relation of Public Schools with Scouting, Frank Cody, Superintendent City Schools, Detroit, Mich., Chairman; Summary of Situation, E. K. Fretwell, Teachers' College, Columbia University, New York, N. Y. Superintendent J. H. Beveridge, of the Omaha, Nebraska, Schools, is in charge of this meeting.

Child Hygiene Department will hold sessions on Tuesday morning, July 5, and Wednesday, July 6, at a luncheon and again at 1:30 in the afternoon. President O. B. Nesbit, Director of Medical Inspection in the Gary, Indiana, Public Schools, has prepared an unusually attractive program.

Conference on Illiteracy—General topic, Illiteracy in the United States. Six subtopics are: First, The Crusade Against Illiteracy, Origin, Extension, and Goal; second, Illiteracy, A Rural or an Urban Problem; third, Illiteracy Statistics, How Obtained, and How Used; fourth, Suitable Texts and School Material for Adult Beginners; fifth, Types of Schools for Adult Illiterates; sixth, Campaign Methods.

Main speakers are: State Superintendent Conway, of New Mexico; S. K. Mardis, Ohio University; State Superintendent Brittain, of Georgia; State Superintendent Bond, of Arkansas; W. L. Lou Gray, South Carolina; Sarah E. Luther, Alabama. Twenty minutes each discussion by State Superintendent Thomas, of Maine; Miss Kelly, North Carolina; Guhin, State Department, South Dakota; Smith, of New York State Department; Rundle, President Mississippi Illiteracy Commission; and one speaker from Washington State Department appointed by Mrs. Preston. Cora Wilson Stewart, President Kentucky Illiteracy Commission, is Chairman.

Department of Business Education will hold two conferences, place and date to be announced later. The program for the first session will be as follows: The Articulation of University and High School Business Courses, C. O. Ruggles, University of Ohio, Athens, Ohio, and G. L. Swiggett, U. S. Bureau of Education, Washington, D. C.; Qualifications for Teaching Commercial Subjects, C. G. Linn, Dean of Boyes High School of Commerce, Omaha, Nebr., and H. C. Yoder, State Normal School, Whitewater, Wis.; The Continuation School, Its Problems and Their Solution, L. L. Roberts, Director of Corporation School Swift and Company, Chicago, Ill.

The program for the second session will be as follows: Coöperation between Business Houses and Business Schools, Williams Bachrach, Supervisor Business Education, Chicago High Schools, Chicago, Ill., and Ralph Faxon, General Secretary Chamber of Commerce, Des Moines, Iowa; A Business Survey, E. A. Zelliot, orth High School, Des Moines, Iowa, nd E. W. Barnhart, Federal Board for ocational Education, Washington, D. C.; Commercial Program for Junior High chools, Ivan E. Chapman, Principal estern High School, Detroit, Mich.

The officers are: President, Thomas A. eale, Director School of Commerce and inance, University of Utah, Salt Lake ity, Utah; Secretary, W. S. Peterson, ommercial Department, Ogden High chool, Ogden, Utah.

epartment of Classroom Teachers s preparing an unusually rich program. he officers of this department are: Presi ent, Sara H. Fahey, Manual Training igh School, New York, N. Y.; Secre ary, Margaret Richardson, Grade eacher, Spokane, Wash.

epartment of Educational Publica ions will hold a conference, the place and ate to be announced later. The follow ng topics will be discussed: (A) How to mprove Textbooks—(1) Sensing the De and; (2) How Can Publishers and Au hors Best Coöperate to Make Better extbooks? (B) How to Raise Standards f Authorship—(1) Yardsticks for Mea urement of Author's Productions; Edu ating the Public to Demand Higher tandards in Textbooks—(1) Acquaint ng the Public with Classroom Needs; 2) Informing the Public of Relative osts of Classroom Materials.

The officers are: President, George L. owne, Editor *Nebraska Teacher,* Lin oln, Nebr.; Secretary, C. W. Taber, estern Manager Lippincott &·Co., Chi ago, Ill.

epartment of Elementary Educa ion will hold sessions Tuesday, Wednes ay, and Friday, July 5, 6, and 8. The uesday morning session will consider the ubject, The Elementary School and the eadjustments of the Next Ten Years. t will be addressed by Geo. D. Strayer, eachers College, Columbia University; . B. Weaver, Des Moines; William M. ewis, Savings Division, U. S. Treasury; nna Baker, Ben Blewett Junior High chool, St. Louis, Mo.; G. C. Minard, uperintendent of Schools, Arlington, ass.

The Wednesday session will be ad ressed by W. W. Charters, Carnegie In titute, Pittsburgh; H. B. Wilson, Super ntendent Schools, Berkeley, Calif.; Er est Horn, University of Iowa, on the imits of the Project. A report of the ommittee on English will be followed by n address on The Relation of the Teach ng of the Mother Tongue to the Na onal Program in Education, by H. R. riggs, Professor of English, University f Utah, Salt Lake City.

The Friday afternoon session will be iven over to a discussion of the Improve ent of Instruction Through the Use of Standard Tests. It will be addressed by I. M. Allen, Superintendent of Schools, Springfield, Ill.; E. E. Chiles, Ben Blewett Junior High School, St. Louis, Mo.; J. Worth Osburn, State Department of Education, Madison, Wis.; Bessie Bacon Goodrich, Des Moines, Iowa; Maude McBroom, Detroit Teachers' College; Herman Hendrix, Mesa, Ariz.; Carroll R. Reed, Superintendent of Schools, Akron, Ohio.

The officers are: President, P. W. L. Cox, Head Master Washington School, 17 E. 60th St., New York, N. Y.; Vice-President, Marion S. Hanckel, Supervisor Kindergarten and Primary Grades, Richmond, Va.; Secretary, Annie E. Logan, Assistant Superintendent of Schools, Cincinnati, Ohio.

Department of Higher Education has plans under way for an unusually significant program. The details will be announced later. Guy Stanton Ford, University of Minnesota, Minneapolis, Minn., is president, and J. J. Pettijohn, Assistant to the President, University of Minnesota, Minneapolis, Minn., is secretary.

Department of Kindergarten Education will hold sessions July 5 and 6. On Tuesday morniing, July 5, there will be a business session at 9 o'clock, followed by an address by Nina C. Vandewalker, Specialist in Rural Education, Bureau of Education, Washington, D. C., on The Kindergarten Meetings at Atlantic City and Detroit.

Tuesday afternoon will be a story hour in charge of Irene Hirsch, of Drake University. On Wednesday noon will occur a luncheon for members of the National Council of Primary Education and the Kindergarten Department. On Wednesday afternoon, the general topic will be Unity in Aims and Principles of Kindergarten and Primary Education and the Unification Needed in Practice. Subtopics will be The Curriculum; speakers are Stella Wood, Principal of Kindergarten Training School Minneapolis, Minn., Methods and Equipment, Standardization of the Achievements of Kindergarten Children; Ella Victoria Dobbs, President of National Council of Primary Education; Bessie Parks, Director of Kindergartens, Des Moines, Iowa; Miriam Hoover, Ft. Dodge, Iowa; Laura Krebs, Cedar Rapids, Iowa.

The officers of the Kindergarten Department are President, Marion S. Hanckel, Richmond, Virginia; Vice-President, Barbara Greenwood, Los Angeles, California; Secretary, Anna H. Littell, Dayton, Ohio.

Department of Music Education will hold sessions on Tuesday morning, July 5, and Wednesday afternoon, July 6. At the first session Osbourne McConathy, Northwestern University, Evanston, Ill., will present the courses of study for music supervisors, which was adopted by the National Conference of Music Supervisors at St. Joseph, Mo., April 8, 1921. The discussion will be led by John R. Kirk, President of Teachers' College, Kirksville, Mo., and Ernest Horn, Department of Education, University of Iowa, Iowa City. The principal issue is whether the four-years' course shall consist of one-half regular college work, one-quarter education, and one-quarter music leading to the degree of Bachelor of Arts, or whether it shall consist of one-quarter regular college work, one-quarter education, and one-half music leading to the degree of Bachelor of Music.

At the second session the president will present a statement on tests and measurements in school music. There will be demonstrations showing how to vitalize and standardize music in one-room rural schools by means of the phonograph and showing how to use standardization tests and measurements in music in consolidated schools. Time will be allowed for free discussion.

C. A. Fullerton, Director of Music, Iowa City Teachers' College, Cedar Falls, Iowa, is president of the Department.

Department of Normal Schools promises a strong program. The details of this program will be announced later. The officers of the department are: President, W. A. Lewis, President State Normal School, Hays, Kans.; Secretary, Anna M. Tibbets, Head Department of Education, Fargo College, Fargo, N. D.

Department of Physical Education will hold conferences Tuesday morning and Wednesday afternoon, July 5 and 6. The Tuesday morning session will be addressed by W. S. Small, Specialist in School Hygiene, U. S. Bureau of Education, Washington, D. C., on Social Engineering through Physical Education in the School and the Community; Jay B. Nash, Superintendent of Recreation, Oakland, Calif., on The Relation of Public Playgrounds and Recreation Centers to Our National Ideals of Democracy; followed by discussion led by Margaret McKee, Des Moines; Emil Rath, Indianapolis; Floyd A. Rowe, State Director of Physical Education, Michigan.

The Wednesday afternoon session will be addressed by Richard A. Bolt, Director of American Child Hygiene Association, Baltimore, on Logical Contributions of Physical Education to Health Education and Supervision in the Schools and the Community; Thomas D. Wood, Professor of Physical Education, Columbia University, on Physical Education as a Health Movement; E. Dana Caulkins, Secretary National Committee on Health Problems in Physical Education, on A National Platform of Physical Education; and discussion led by A. D. Browne, Stanford University; Charles B. Lewis, Youngstown, Ohio; and Ethel Perrin, Detroit, Mich.

The officers are: President, F. L. Kleeberger, Professor Physical Education, University of California, Berkeley, Calif.

Department of Rural Education will hold conferences on Tuesday afternoon, July 5, Wednesday afternoon, July 6, and Friday afternoon, July 8.

The Tuesday afternoon session will be devoted to a consideration of the general topic, A National Program for Rural Education. Addresses will be delivered at this session by Lee L. Driver, of Pennsylvania, on the Platform of the Department of Rural Education; by President H. W. Foght, Normal School, Aberdeen, South Dakota, on the County Unit and How to Secure it in the Midde West; and by George A. Selke, Department of Education, St. Paul, Minnesota, on the Village in Relation to Rural School Administration and the County Unit.

Wednesday afternoon will be devoted to a discussion of Rural School Consolidation, with George S. Dick, of Wisconsin; C. C. Swain, of Iowa; B. G. Bittikefor, of Ohio; Macy Campbell, of Iowa; and V. G. Hoffman, of Illinois, as speakers.

The last session of the Department on Friday afternoon, July 8, will be assigned chiefly to a discussion of Rural Teacher-Training and Supervision. The first speaker at this session will be L. B. Sipple, of Aberdeen, South Dakota, who will discuss Principles and Policies in the Preparation of Rural Teachers, which will be further discussed by H. E. Flynn, Department of Education, St. Paul, Minn. Following this, State Superintendent C. P. Cary, of Wisconsin, Superintendent Minnie J. Neilsen, of North Dakota, will speak on Supervision of Rural Schools, on which the discussion will be led by State Superintendent Minnie J. Neilsen, North Dakota, and Amelia N. Bengston, Olivia, Minn.

The officers of the Department are. President, E. M. Rapp, Superintendent of Schools, Berks County, Pennsylvania; Vice-President, I. B. Ball, Supervisor of Agricultural Education, Salt Lake City, Utah; Secretary, Mabel Carney, Teachers College, Columbia University, New York,

Department of School Administration will hold conferences Tuesday morning and Wednesday afternoon, July 5 and 6. The topic for the Tuesday session will be Adequate School Funds—How and Where to Get Them. The meeting will be addressed by Hugh S. Magill, Field Secretary, National Education Association, on New Sources of School Revenue, and A. E. Winship, Editor *Journal of Education,* Boston, Mass., on Adequate State and National Support for the Schools.

The Wednesday afternoon session will be given over to Schoolhouse Planning and Construction. The meeting will be addressed by John J. Donovan, Architect, Oakland, Calif., on The Evolution of Schoolhouse Planning; Edith McClure Patterson, Chicago, Ill., on School Buildings and Their Occupants; George B. Thomas, Chairman Portland School Board, Portland, Oreg., on Equipment for Vocational Education; Frank Irving Cooper, Chairman, Boston, Mass., on Report of Progress of the Committee on Standardization of Schoolhouse Planning.

The officers are: President, G. W. Gerwig, Secretary Board of Education, Pittsburgh, Pa.; Secretary, William C. Bruce, Editor *American School Board Journal,* Milwaukee, Wis.

Department of School Patrons, under the able leadership of its president, will present an interesting program, details of which will be given later.

Department of Science Instruction will hold conferences, Wednesday afternoon, July 6, and Friday afternoon, July 8. The Wednesday session will be addressed by T. W. Galloway, Associate Director, The American Social Hygiene Association, New York, N. Y., and Benj. C. Gruenberg, U. S. Bureau of Education, Washington, D. C., on Social Hygiene in the Public Schools, followed by a discussion. The Friday session will be addressed by Eliot R. Downing, School of Education, University of Chicago; Gilbert H. Trafton, State Normal School, Mankato, Minn.; and F. D. Barber, Illinois State Normal University, Normal, Ill., on Science for the Elementary Grades. This session will be followed by a short business meeting.

The officers are: President, J. C. Johnson, Dean, Colorado State Normal School, Gunnison, Colo.; Secretary, Louise H. Seeley, Dickinson High School, Jersey City, N. J.

Department of Secondary Education will meet Tuesday forenoon, July 5, and Wednesday afternoon, July 6.

The Committee on High School Library Problems will present its report through C. C. Certain, of Cass Technical High School, Detroit, Michigan. Burton P. Fowler, First Assistant Principal of Central High School, Cleveland, Ohio, will present a paper on Socialization of the Six-year High School through the Organization of Student Activities. Ray H. Bracewell, Principal of the Burlington, Iowa, High School, will present a paper on Segregation in Ability Groups as a Means of Taking into Account Individual Differences.

The Bureau of Education, Washington, D. C., will furnish a speaker on Sex Education in High School. Charles E. Barker will furnish a paper on The Physical Efficiency of the Teacher. Benjamin C. Gruenberg, of the United States Public Health Service, Washington, D. C., will speak on A Program of Sex Education for Secondary Schools.

The officers of the Department are: President, Clarence T. Rice, Principal of Kansas City (Kansas) High School; Vice-President, Guy C. Wilson, Principal of Latter Day Saints High School, Salt Lake City, Utah; Secretary, Minnie Oliverson, Assistant Principal for Girls, Kansas City (Kansas) High School.

Department of Vocational Education will present a varied program in keeping with the reawakened interest in this field of education. W. G. Hummel, State Director for Vocational Education, Seattle, Wash., is president, and Marian S. Van Liew, State Superintendent Home Economics, Albany, N. Y., is secretary.

Department for the Wider Use of Schoolhouses will hold a conference, the place and date to be announced later. The meeting will be addressed by Raymond F. Crist, U. S. Department of Labor, Washington, D. C.; I. B. Morgan, Director Vocational Schools, Kansas City, Kans.; Frank L. Dykema, Grand Rapids, Mich.

The officers are: President, Raymond F. Crist, Department of Labor, Washington, D. C.; Secretary, Margarita Spaulding Gerry, Washington, D. C.

Health Committee of the National Council will hold an open meeting in conjunction with the Iowa State Medical Society. Place and date will be announced later. This meeting will be organized by Dr. Thomas D. Wood, Columbia University, New York, N. Y.

Library Department will hold its general session Tuesday morning, July 5, at 10 o'clock, at the Public Library. The meeting will be addressed by Adeline B. Zachert, Director of School Libraries for the State of Pennsylvania, Harrisburg, Pa., on Joy Reading in Elementary Schools; W. H. Kerr, Librarian, State Normal School, Emporia, Kans., on The Normal School Library as a Teaching Institution; Dr. Sherman Williams, Chief, School Libraries Division, Education Dept., Albany, N. Y., on The Purpose of the School Library; Joseph L. Wheeler, Public Library, Youngstown, Ohio, on Home Reading with School Credit; Ellen F. Chamberlayne, High School Librarian, Binghamton, N. Y., on Relation of the High School Library to the Other Departments of the School.

A joint session with the National Council of Teachers of English will be held Wednesday afternoon, July 6, at 3 o'clock, at the Public Library. This meeting will be addressed by Professor A. B. Noble, Iowa State College, on Stepping Stones to Literary Taste; Milton J. Ferguson, State Librarian, Sacramento, Calif., School: The Vestibule to the Palace Called Li-

ry; Margaret Skinner, Janesville, Wis..
Recent Literature for High Schools;
rl H. Milam, Secretary, American Li-
ry Association, Chicago, Ill., on The
rt of the Public Library in Public Edu-
ion.

The business meeting will be held Fri-
afternoon, July 8, at 2 o'clock, at the
blic Library. This meeting will include
cussion of the proposed by-laws, discus-
n of statement on Libraries in Educa-
n, report of the survey of Normal
hool Libraries, and other matters of
siness.

There will be a library exhibit at the
blic Library. All exhibits should be ad-
ssed to Grace Rose, Public Library,
s Moines, Iowa, and plainly marked
brary Exhibit, N. E. A.

There will be a library luncheon at the
rris-Emery Tea Room on Wednesday,
ly 6, at 12 o'clock, $1.25 a plate. All
o are interested in any phase of library
rk are invited to be present. There
l be a number of very brief talks by
se whose experience and ability will
arantee a stimulating and enjoyable oc-
sion. For reservations notify Julia A.
binson, Historical, Memorial and Art
ilding, Des Moines, Iowa.

The officers of the Library Department
: President, Dr. Sherman Williams,
ief of School Libraries Division, Edu-
ion Department, Albany, N. Y.; Vice-
esident, M. W. Poulson, Brigham
ung University, Provo, Utah; Secre-
y, Margaret Ely, Principal, Book Se-
tion Department, The Chicago Public
brary, Chicago, Ill.

**ational Association of Elementary
hool Principals** will hold one general
sion and two sectional meetings. The
neral session will be addressed by
onard Power, President, Port Arthur,
x., on The Principal as an Educational
pert; Katherine Blake, Principal, Public
hool No. 6, New York, N. Y., on The
incipal as an Economic Expert; Ide
rgeant, Paterson, N. J., on The Princi-
l as a Community Factor; Worth Mc-
ure, Seattle, Wash., on The Status of
Elementary School Principal, a Study.
e theme of the morning sectional meet-
will be Sympathetic Constructive Su-
vision. This meeting will be addressed
J. H. Kneisley, Seattle, Wash.; Flor-
ce Holbrook, Chicago, Ill.; Olive Jones,
w York, N. Y.; and others. At the
ernoon session Georgia Alexander will
e an illustrated address on Breaking
Lock Step in the Elementary Schools.
business meeting will follow for the dis-
ssion and adoption of constitution and
-laws.

The officers of the Association are:
esident, Leonard Power, Port Arthur,
x.; First Vice-President, Katherine D.
ake, New York, N. Y.; Second Vice-
esident, Ide Sargeant, Paterson, N. J.;
ird Vice-President, J. M. Kneisley, Se-
attle, Wash.; Corresponding Secretary, J. Bracken, Duluth, Minn.; Receiving Secretary, Mary W. Riesse, Philadelphia, Pa.; Treasurer, Courtland Davis, Norfolk, Va.

NOTES AND ANNOUNCEMENTS

(*Continued from page* 112)

sociation and the States will be located at the Fort Des Moines Hotel. All officers of the National Education Association will have their offices at the Fort Des Moines Hotel except the Secretary, whose main office will be located on the mezzanine floor of the Savery Hotel.

Registration Headquarters for the Des Moines meeting will be conveniently located in the Auditorium on the main floor directly in front of the main entrance. A ladies' rest room is at the left of the main entrance. During the convention, an orchestra at the rear of the Auditorium will play for the entertainment of the visitors.

N. E. A. Postoffice and information service at Des Moines will be located near the entrance on the main floor of the Auditorium. Owing to the central location of this office, better mail service can be had here than at hotels or the general delivery. Letters to members should be addressed care of N. E. A. Postoffice. Information booths will be found at all depots and the leading hotels.

Delegates should reach Des Moines early—Since the delegates of the Representative Assembly will meet by States Sunday afternoon, July 3, at 5:00 o'clock, it is advisable for them to plan to reach Des Moines not later than Saturday evening or Sunday morning. Every delegate should be provided with proper credentials from his State or local affiliated association and should see the Secretary before the meeting of delegates Sunday afternoon.

Commercial and other exhibits will be unusually fine this year. They are being managed by the Association itself under the direction of Assistant Secretary R. S. Erlandson. They will be located in the Auditorium on the same floor with the postoffice, information booth, and registration headquarters.

Notice of Proposed Amendments—At the meeting of the Board of Directors at Salt Lake City, Utah, July 9, 1920, notice was given of the following proposed amendments to be considered by the next annual meeting. The amendment proposed by the Department of Deans of Women to add to Article 5, Section 3, reads as follows: "And except that the Department of Deans of Women may hold their annual meeting at the time of the meeting of the Department of Superintendence."

Notice was given by D. W. Springer that at the 1921 meeting amendments would be offered to Articles 1, 2, 3, 4, 5, 6, and 7 of the By-laws as are indicated in the N. E. A. *Bulletin* for April, 1918, pp. 27-32.

On application sent by 150 active members, notice was given for an amendment to the By-laws, creating a new department to be known as the Department of Immigrant Education of the National Education Association, the purpose of said department to be the discussion of questions pertaining to the training of persons above compulsory school age in speaking, reading, and writing the English language, in the duties and responsibilities of American citizenship and in other closely related matters.

Delegates of State and local affiliated associations to the Des Moines meeting are required to file their credentials with the Secretary of the Association on blanks furnished by him not later than ten days before the beginning of the meeting. June 24 is the tenth day before the meeting. Blanks may be had from the Secretary, 1201 Sixteenth St. N. W., Washington, D. C.

Hotel Reservations—A list of hotels with rates was published in the April Journal. Reservations should be made as early as possible. Persons wishing rooms either in hotels or private homes, who have not already done so, should write at once indicating as definitely as possible the kind of accommodations wanted and the amount they desire to pay. Requests should be addressed to Charles F. Pye, 407 Youngerman Block, Des Moines, Iowa.

Members should have their membership cards for 1921-22 with them at the Des Moines meeting. Persons who have mislaid or lost their cards should see the Secretary as soon as possible after arrival. By showing the membership card members will receive the program, all announcements, and the badge which will permit them to attend all meetings. Those who do not have membership cards for 1921-22 will enrol at registration headquarters and receive membership cards, announcements, and badges.

Miessner Piano Company
228 Third St., Milwaukee, Wis.

Monogram
Miessner Piano Co Milwaukee U.S.A.

To the Schools of America
An Announcement

By
W. Otto Miessner

The Miessner-Jackson Company has severed relations with the Jackson Piano Company, and hereafter will transact business under the name, Miessner Piano Company.

The Miessner Piano Company is now producing its own new and improved "Baby Upright." This latest School Piano, developed after several years of experience in supplying the educational field, is called the MONOGRAM.

It will be worth your while, before placing your order for School Pianos, to investigate the many superior advantages of this new instrument. Descriptive literature, prices, and terms will be sent upon request.

As the originator of the little piano for schools, I take personal pride in announcing the MONOGRAM—the "Baby Upright" Supreme.

Sincerely yours,
MIESSNER PIANO COMPANY
W. Otto Miessner
PRESIDENT.

Clip and Mail This Coupon Today
MIESSNER PIANO CO.,
228 Third Street, Milwaukee, Wis.

Please send me the illustrated Monogram catalog, complete details of your 10 Day Trial Offer, and Special Price to Schools.
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School..
Position..
City .... State.............

Would you like a school savings system, functioning every minute, every day, with no work for you?

See it at Booth 32, Des Moines.

The Automatic Receiving Teller

"100% Thrift System"

No expense to the school. No funds to handle. No mistakes to rectify. No grief at all. It is AUTOMATIC.

Your banker will install it.

If you cannot be at Des Moines a card will bring you the reasons why your fellow teachers so gladly endorse its use.

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New York Office
Equitable Bldg.

Executive Offices
Saginaw, Mich.

COLLEGE CREDITS
IN THE HEART OF THE ROCKIES

In the land of the sky where it is refreshingly cool always, within two hours by automobile from snow-capped peaks, and near streams as beautiful as are in the Rockies. The college, located in Gunnison, Colorado, has good railroad facilities from the east through the Royal Gorge and from the west through the Black Canyon of the Gunnison. Surroundings are decidedly conducive to study. Because of the exhilarating climate students feel at the end of the summer quarter a decided increase in strength and endurance.

The college offers standard courses in twelve departments leading to the degree of Bachelor of Arts in Education. The courses offered are as follows: Education, English, Foreign Languages, History and Political Science, Home Economics, Mathematics, Music, Biology, Chemistry and Physics, Art, Manual Training and Business Training. The faculty is composed of fifty-one members selected for their exceptional ability. Some of America's ablest educators will be present to lecture and instruct during the summer quarter. The school is a member of the North Central Association of Colleges and a class A member of the American Association of Teacher's Colleges. Summer Quarter, June 14 to August 20. First Term, June 14 to July 16; Second Term, July 16 to August 20.

Living expenses are low. Tuition is reasonable.

For Particulars write to the Secretary.

COLORADO STATE NORMAL SCHOOL
GUNNISON, COLORADO

Effective Professional Organization[1]

The Budget Plan

EVERY MOVEMENT for the betterment of education must be led by the educators themselves. All agree that the interests of the teachng profession must be upheld and pronoted, and that the standards of the rofession must be elevated. In order o accomplish these results there must e a complete and effective organization f the teaching profession, and the closest o-operation between local, State, and National organizations. This fact was epeatedly emphasized at the Des Moines neeting of the National Education Asociation. Among the resolutions unaninously adopted by the Representative Assembly was the following:

"We call upon the teachers of America o unite under the banner of the National Education Association in carrying orward the great program of service to vhich the Association is committed. We rge professional organization of teachrs in every community to develop public entiment in support of education and o co-operate in the solution of local ducational problems; a State educational ssociation in every commonwealth to evelop through State legislation an fficient and adequately supported school ystem; and the National Education Asociation which shall include all the eachers of the country to support a National program of education in coperation with all forward-looking men nd women who realize that only hrough public education can we hope to reserve our priceless American instiutions."

That the influence of the teachers of he country may be most effective, every eacher should recognize that he owes it o himself, to his profession, and to the ause of education, to unite with his felow teachers in organized, co-operative ffort. A certain sum, which at most vill be but a small percentage of his nnual salary, should be set aside as his rofessional dues in the local, the State, nd the National organizations. Strength omes from unity, and unified action is ccomplished only through voluntary rganizations supported by membership ues.

That the cost of collecting dues may be kept down, all dues should be collected by the secretary of the local organization on the budget plan. This will leave more money to be used for carrying forward the programs of the State and National Associations. This fact was emphasized by Miss Cornelia Adair, Treasurer of the National Education Association, in her annual report in which she stated, "The demands upon the Association in almost every department of its activity have been far in excess of the funds available. As teachers come more fully to appreciate the value of professional organization—local, State, and National—the cost of collecting dues from members and of obtaining new members may be decreased. The plan of having the local association collect dues for State and National Associations, along with its own, will enable the National Association to handle its membership dues in large blocks rather than individual accounts, and the money required for membership campaigns will be correspondingly decreased."

CHARL ORMOND WILLIAMS, President of the National Education Association for 1921-1922. Miss Williams, who is superintendent of the schools of Shelby County, Memphis, Tennessee, is the first president to be elected by the Representative Assembly under the new plan of organization. She already has under way plans for an unusually significant meeting at Boston in 1922.

The following is suggested for bringing about an effective and complete organization based on the budget plan:

First, each local organization of teachers should meet and determine the amount of annual dues necessary for the local association.

Second, it should be decided whether or not the members of the local association will also become members of their State Association and of the National Association. In some instances the local association may wish to be a member of an additional organization, such as a county or district association.

Third, the local association should then determine whether or not its members should pay as professional dues for the year the sum of the membership dues of the different organizations, local, State, and National.

Fourth, each member of the local association should then sign a blank form which will be furnished by the National Association, promising to pay the dues in the respective organizations, and stating the date on or before which these dues will be paid.

Fifth, the secretary of the local association should then report to each of the different organizations the action taken, giving the names of the members of the local organization who have signed the statement promising to pay the respective dues. Forms for this report will be furnished by the National Association. As soon as the list of names with addresses is received by the National Association they will be entered as members, and each will be entitled to all the privileges of membership, including a copy of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION.

Sixth, the secretary of the local association should report at least once each month to the State Association and to the National Association the names of the members who have paid their respective dues, with a remittance to cover the sum total of such dues. Blank forms for the report to the National Association will be furnished by the Association.

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[1] Also published as Bulletin 15. Copies nay be had on request.

Every local association adopting this plan will, of course, become an affiliated local association of the National Education Association, and as such be entitled to elect delegates to the Representative Assembly in proportion to its membership, as provided in the By-Laws of the National Association. The Application Blank explains fully how local associations may become affiliated. Nearly every State Association has already affiliated. Plans are being developed for closer co-operation between State Associations and the National Association.

The budget plan for the collection and payment of dues in local, State, and National organizations has already been adopted by a number of local associations and has proved highly satisfactory.

The Des Moines meeting demonstrated the success of the representative form of government adopted by the National Association. The business of the Association was transacted, its policies determined, and its officers nominated and elected by delegates selected by State and local affiliated associations. The National Association has become in form and in fact the instrument of the teachers of the Nation. It is directed and controlled by delegates chosen by the teachers themselves from their own local and State associations to carry forward such a National program of service as may be determined by them through their chosen representatives.

One of the planks in the platform of the National Education Association calls for "The unification and federation of the educational forces of the country in one great professional organization devoted to the advancement of the teaching profession, and, through education, the promotion of the highest welfare of the Nation. To accomplish this purpose every teacher should be a member of a local teachers' organization, a State teachers' association, and the National Education Association."

Teachers have been somewhat slow to realize the great advantages to be derived from complete professional organization. The greatest educational progress has been made in those States where the teachers have the largest and most effective State associations. During the past few years in which the National Association has made a rapid growth in membership its influence has been greatly increased. Never before have the educators of the country exerted so much influence in determining National policies. Never before has the leadership of the National Education Association in educational matters been so generally accepted by other great National organizations. The teachers of the country may have a justifiable pride in the strength and prestige of their National Association.

The call is for a forward movement all along the line. Our President, Miss Charl Ormond Williams, has announced that at the next annual meeting of the National Association she will present two banners, one to the State having the largest membership in the National Association in proportion to population, and one to the State having the largest membership in its State Association in proportion to population. A friendly contest for these banners should begin at once.

Let us work for a great National Association, supported by powerful State Associations in all the States, and by thousands of live, active local organizations throughout the country. Then may the teachers of America expect just recognition and the realization of their cherished hopes.

A Platform of Progress[1]

THE National Education Association in annual convention assembled pledges again its devoted loyalty to American institutions and ideals. We hold it as our first and most important duty to instil these principles into the hearts and minds of those entrusted to our guidance.

We recognize the necessity for the further development of our American program of education. We look to our Federal Government for such sanction, encouragement, and leadership in education in co-operation with the States as will make possible the realization of our National ideals.

We pledge our continued support to the program of service for which this Association has stood and seek to enlist the co-operation of all organizations and individuals who hope through education to develop the highest type of American citizenship.

As representatives of the organized teaching profession of the United States, we pledge our support to the following principles and earnestly solicit the cooperation of all friends of education in the carrying forward of this program.

1. We recognize as fundamental to the development of an efficient school system the requirement that there shall be a well educated and professionally trained teacher in every American classroom.

2. We urge that increased facilities be provided for the training of teachers, and that the rewards of teaching and the recognition of the profession in the public service be developed in such manner as will attract to the profession the most competent young men and young women and hold in the profession those who have proved themselves efficient.

3. We strongly recommend that those who have proved themselves competent be made secure in their positions by laws establishing their tenure during the period of efficient service, and that adequate retirement laws be enacted in order to provide for those whose efficiency is lowered by age or physical disability.

4. We urge the adoption of a single salary schedule for all teachers in elementary and in high schools, determined upon the basis of education, professional training, and successful experience.

5. We call attention to the failure to provide an adequate program of education for the children living in the rural areas of our country, and we urge that the educational opportunities provided for children in rural America be made equivalent to those offered to children in the most favored urban communities, and to this end we recommend that larger units of taxation and administration than the ordinary school district be adopted such as the township or town and the county.

6. We call attention to the fact that it is impossible to carry forward an American program of education without greater financial support than is now available. We call to the attention of the American people the fact that wise expenditures for schools are not to be thought of as gifts in aid of a worthy charity, but rather as an investment which will pay higher dividends than any other type of public expenditure.

We recognize the necessity for larger State distributive funds in aid of the public schools in order that the American ideal of equalizing the burden of support and the opportunities for education be realized throughout our commonwealths.

7. We recognize the distinction between the lay control of education and the professional administration of our schools. We believe that the highest type of professional service in the offices of State superintendent or State commissioner of education, of county superintendents of schools, and of city superintendents of schools can be secured by

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[1] Resolutions adopted at the Des Moines meeting, July 8, 1921.

he selection of all such administrative officers by lay boards of education elected by the people.

8. We gratefully acknowledge the co-operation of other great National organizations in the development and promotion of an American program of education.

9. We are glad to co-operate with the American Legion in the establishment of a universal requirement of English as the only basic language of instruction in all schools—public, private, and parochial—and we commend heartily their demand that thorough-going instruction in American History and Civics be required of all students for graduation from elementary and from secondary schools. We welcome their co-operation in the establishment of a longer school year, and in the enforcement throughout the United States of compulsory education to the end of the high-school period.

10. We renew our unqualified endorsement of a Department of Education with a Secretary in the President's Cabinet, and Federal aid to encourage the States in the removal of illiteracy, the Americanization of the foreign-born, the development of a program of physical education and health service, the training of teachers, and the equalization of educational opportunity as embodied in the Towner-Sterling bill now pending in the Sixty-seventh Congress. We are gratified to note the development of a Nation-wide sentiment in support of the principles embodied in this bill. We unite with the friends of public education throughout our country in urging that Congress give prompt recognition to the primary importance of education in relation to the Nation's welfare. We earnestly protest against the submerging of education in any other Department of the Government or the subordination of education to any other National interest.

11. We call upon the teachers of America to unite under the banner of the National Education Association in carrying forward the great program of service to which the Association is committed. We urge professional organization fashioned after our American form of Government: a local organization of teachers in every community to develop public sentiment in support of education and to co-operate in the solution of local educational problems; a State educational association in every commonwealth to develop through State legislation an efficient and adequately supported school system; and the National Education Association which shall include all the teachers of the country to support a National program of education in co-operation with all forward-looking men and women who realize that only through public education can we hope to preserve our priceless American institutions.

Resolved that the Representative Assembly record its grateful appreciation for the splendid hospitality tendered the Association by the people and the city of Des Moines; for the untiring efforts of the chairman and members of the local committee; for the co-operation of the Chamber of Commerce, civic organizations, the press, and the citizens generally, all of which have helped to make this convention one of the most successful meetings in the history of the National Education Association.

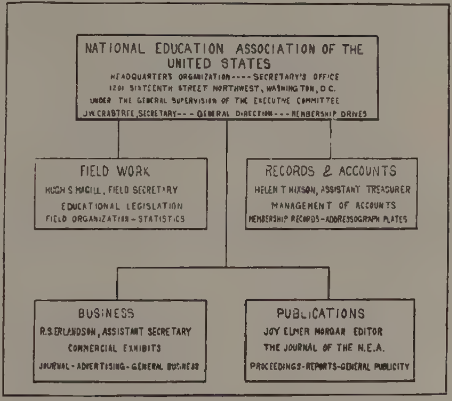
The Secretary's Report at Des Moines

PERHAPS nowhere more than in the report of the Secretary at Des Moines is the Association's growth in membership and influence revealed. This report, which contains the reports of the four heads of departments at the central office, is thoroughly constructive. It contains accounts of the work of the year past and proposals for work for the year ahead which are a prophecy of the greater Association that is to be.

The headquarters' organization is diagramed on the chart printed herewith. The principle upon which the work of the central office is organized is stated by the Secretary as follows:

"The fundamental principle which is embodied in the Educational Bill now before Congress leaving to State and local agencies important duties and responsibilities is no more necessary and sound for the organization of a Department of Education than for the organization of the Association's central office. The observance of this principle means that much of the important statistical and field work are to be done by State and local agencies. The National Education Association renders an inspirational and directive service through its Field Secretary and assistants, and it can never do much more than that. To do the investigational and statistical work on a large scale at the central office would require an outlay far beyond the present income of the National Education Association.

"We believe that by securing the co-operation of State and local affiliated associations whose combined memberships now exceed 400,000 teachers, and by encouraging them to do field work, and make investigations the central office will accomplish more for the profession and the cause of education than by attempting to do all this work itself."


NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
HEADQUARTERS ORGANIZATION----SECRETARY'S OFFICE
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D.C.
UNDER THE GENERAL SUPERVISION OF THE EXECUTIVE COMMITTEE
J.W. CRABTREE, SECRETARY---GENERAL DIRECTION---MEMBERSHIP DRIVES
FIELD WORK
HUGH S. MAGILL, FIELD SECRETARY
EDUCATIONAL LEGISLATION
FIELD ORGANIZATION—STATISTICS
RECORDS & ACCOUNTS
HELEN T. HIXSON, ASSISTANT TREASURER
MANAGEMENT OF ACCOUNTS
MEMBERSHIP RECORDS—ADDRESSOGRAPH PLATES
BUSINESS
R.S. ERLANDSON, ASSISTANT SECRETARY
COMMERCIAL EXHIBITS
JOURNAL—ADVERTISING—GENERAL BUSINESS
PUBLICATIONS
JOY ELMER MORGAN EDITOR
THE JOURNAL OF THE N.E.A.
PROCEEDINGS—REPORTS—GENERAL PUBLICITY

"Our problem," says the report, "has never been that of securing the co-operation of State and local associations, departments of education in colleges and normal schools, and of research agencies of the country. Our Association has always had the cordial and active support of all of these. The problem has been that of getting important matters before these agencies for effective work and that of bringing together the results of the work for the benefit of all.

"It will no longer be difficult to get these matters before State and local associations and other agencies that give thought to educational problems and policies. This difficulty has been met in the organization of the Association on a representative basis and in the plan for affiliating State and local associations with the National Association. The organization is complete and all affiliated units and helping agencies are ready to assist in the investigational and other work to be outlined at this meeting. It will require the best thought and organizing ability which can be put into the work at the central office to meet the demands of the profession and to measure up to our new opportunity.

"We now have a united profession. Nothing but a unity of interest and purpose could have increased the membership in the Association from 8000 to 75,000 in less than four years and nothing but a united profession could have performed the miracle of reorganizing the Association and putting it on a representative basis, welding the State and local associations of the entire country into one great federation of working units in the short period of one year."

The estimated expenditures for the year 1921-22 as given in the report are:

Board of Trustees	$357.65
Executive Committee	3,225.37
General Secretary's office	78,800.00
Express and freight	1,000.00
Printing	63,800.00
Appropriations for committees	18,100.00
Auditing accounts	500.00
Unclassified expenses	1,000.00
Office fixtures and furniture	5,000.00
Annual convention	6,000.00
Department of Superintendence	3,000.00
To meet deficit	10,877.59
To provide surplus	11,089.39
Total	$202,750.00

The following recommendations were made by the Secretary to the Executive Committee, Board of Directors, and Representative Assembly:

1. To continue to recognize in the organization and work of the Association the principle in the Educational Bill which assigns important duties and responsibilities to local and State agencies.

2. To approve of the present editorial policy of the JOURNAL, as set forth in the report of the Managing Editor and to approve of its business methods as outlined in the report of the Business Manager. A part of this policy is for the Association to make the platform and for the JOURNAL to support and promote it.

3. To approve of receiving contributions for the permanent fund and to provide in the By-Laws for a $100 life membership as a means of increasing the permanent fund.

4. To authorize the Executive Committee to equip the central office for aiding committees in doing the work assigned to them and to make the central office jointly responsible with the committees in the preparation of reports.

5. To take action terminating the life of all committees of the Association and its departments with this meeting and to provide that hereafter the life of a committee will automatically terminate with the year for which appointed, except as continued by a vote of the Representative Assembly.

6. To assign definitely to the Secretary the same relation to the Executive Committee in the appointment and dismissal of members of the headquarters staff that the superintendent of the city system of schools bears to the board of education, and to observe the same general rules of tenure at the central office as the Association recommends for teachers.

7. To work out a budget system for local, State, and National Associations to recommend its adoption by all affiliated units.

JOHN J. TIGERT, who on June 1, 1921, succeeded Philander P. Claxton as United States Commissioner of Education.

8. To approve of the plan of work with State and local affiliated associations and other agencies for the coming year as suggested in this report under Plan of Co-operation:

(*a*) To present to each affiliated State and local association and to each co-operating agency at the beginning of the school year a list of problems for investigation and study and to ascertain the items and problems to which each will give special attention; (*b*) to keep all associations which are studying the same problems in touch with each other; (*c*) to gather in and summarize results or have this done by some other agency and to give out the summary to all co-operating associations and to the members of the Association; (*d*) to submit questions pertaining to the work of committees for the consideration of these agencies; (*e*) to submit in a similar manner emergency problems on the request of affiliated associations; (*f*) to call on all these organizations for help in important matters of legislation and to extend help to them as needed in the solution of their local problems.

"In conclusion," says the report, "the year has been one of growth. The increased membership and the extended activities of the Association are evidence of the new spirit which has more and more animated the teachers of the country. It is most gratifying at this time, when there is great danger of lowering the levels of the moral life of our people by undue appeal to selfish interests, to see the teachers of the Nation working together six hundred and fifty thousand strong, to conserve the good, the noble, and the unselfish in the hearts of the rising generation.

"Teachers have in all ages been called upon to preserve the great ideals of humanity, but at no time have the teachers of America responded in better spirit to meet a critical situation. At no previous time in the history of our country have teachers been so well organized for effective work. The great body of workers constituting the teaching profession through their federated organizations, commencing with the local groups and extending up through the State associations to the National Association, are able to carry out their purposes for the betterment of their own conditions, for the promotion of the teaching profession, and for the advancement of education throughout the Nation. The potential possibilities of such an organization can hardly be estimated. By working together unitedly and by co-operation with other great national organizations interested in the promotion, through education, of the highest welfare of our country, it is possible to exert an ever-increasing influence in shaping the policies of the Nation.

"Never before have the organized educators of America exerted such an influence as they do today in the halls of Congress. A prominent Congressman recently declared that the educators of the country are now commanding the respect of the politicians and the admiration of statesmen. The influence of our National Association is greatly increased by the fact that what we ask of Congress is not primarily for ourselves, but in behalf of the rising generation in America, the future citizens of our country, upon whom admittedly rests the hope and future prosperity of our Nation.

"Let every member of this Association and every teacher dedicate himself anew to the great unfinished task remaining before us. Let us hold ourselves responsible as an Association and as a profession for furnishing such educational leadership as will support and uphold the principles of democracy and assist in the realization of the highest and noblest of American ideals."

The Situation in Congress Educationally

An Editorial

WHAT is the present status of the Towner-Sterling bill? What prospect is there that the present ngress will create a Department of ucation, and make appropriations to courage the States in the promotion of ication? That these questions are in minds of the friends of education is icated by the numerous inquiries re- ved. A brief résumé of developments l help our readers to understand the iation.

It will be recalled that during the esidential campaign a year ago Presi- nt Harding expressed himself as favor- e to Federal aid for education, but not commit himself on the creation a Department of Education, except to lare that education must be considered primary importance." Later he an- nced that he favored the creation of Department of Public Welfare, but he not state what should be included in proposed department. After the ction several conferences were held on subject, but nothing definite was de- mined.

On January 17, 1921, the Committee Education of the House of Repre- tatives reported H. R. 7, the Smith- wner bill, with certain amendments l with the recommendation that it s. Judge Towner prepared the report the Committee, which was a strong ument in support of the bill. A few eks later the Committee on Education l Labor of the Senate likewise re- ted the bill to the Senate with recom- ndation that it pass. Owing to the gested condition of legislation in both uses during the closing days of the ty-sixth Congress, which expired on arch 4th, no action was taken on the in either house.

On the opening day of the Sixty- enth Congress, which was called in cial session by President Harding on ril 11, 1921, Congressman Towner ntroduced his bill, revised, but pre- ving the fundamental features of the ginal Smith-Towner bill. It bears the ne number as in the Sixty-sixth Con- ss, H. R. 7. A few days later the ne bill was introduced in the Senate Senator Sterling and was designated 1252. The bill as now before the ty-seventh Congress is known as the wner-Sterling bill. It is in the Com- ttee on Education of the House and Committee on Education and Labor the Senate, no action by either of these Committees having been taken since the opening of the Sixty-seventh Congress.

Soon after the beginning of the new administration it was announced that General Sawyer, the President's physician, would have charge of the preparation of a bill providing for the creation of the proposed Department of Public Welfare. This bill, when completed, provided that a Department of Public Welfare should be created which should include four subdivisions, Education, Health, Social Service, and Veteran Relief. It was introduced in the House by Congressman Fess, Chairman of the Committee on Education, and in the Senate by Senator Kenyon, Chairman of the Committee on Education and Labor. Hearings were had on the bill before the Joint Committees of the Senate and House, and it was announced that it would be pushed through and passed promptly by both houses.

> *THE school is the foundation of the Nation. If the American school fails, America will fail. Education is the mother of civilization. Where there has been no education there has been no civilization. Civilization has come down through the ages in a chariot built by the forces of education.—Henry J. Ryan, National Director of the Americanism Commission of the American Legion, in an address before the National Education Association, Des Moines, Iowa, July 4, 1921.*

A conference was held in Washington, attended by members of the Legislative Commission of the National Education Association and by representatives of a number of other National organizations that are co-operating with the National Education Association in support of the Towner-Sterling bill. It was unanimously agreed at this conference that we would not oppose the President's plans for the creation of a Department of Public Welfare, but that we could never consent to have education submerged in a subordinate bureau of some other department. Friends of education asked for a special hearing before the Joint Committees of the Senate and House. This request was granted and the hearing was held on May 18th. Prominent educators and the officers of many National organizations appeared at this hearing, or sent telegrams and letters which were entered in the record. The sentiment expressed was unanimous in support of the contention that since education is conceded to be of primary importance to the Nation it should receive primary recognition.

Following this hearing no further action was taken by the Committee on Education of either the Senate or House. All attempts to report favorably the bill providing for a Department of Public Welfare with education as one of its subdivisions failed. It was then announced that the subject would be taken under consideration by the Joint Committee on the Reorganization of the Executive Departments. The Field Secretary immediately presented arguments in writing to the Reorganization Committee in support of the creation of a Department of Education, and in opposition to the submerging of education in any other department. The members of the Committee were interviewed and it has developed that several are loyal friends of education. No report has yet been made on the subject and no definite action has been taken.

Members of Congress are naturally waiting to see what recommendation will be made by the Joint Committee on Reorganization. It will be seen that during the past few months our efforts have been centered primarily upon preventing the swallowing up of education in some other department. It is a source of satisfaction that, notwithstanding powerful influences to the contrary, the submerging of education in the proposed Department of Public Welfare has been prevented. There is more sentiment throughout the country in favor of the creation of a Department of Education now than at any time in the past. The Towner-Sterling bill has the support of more Senators and Representatives in Congress than ever before.

It is an intense but interesting struggle. Friends of public education everywhere are becoming aroused by the character of the opposition. The issues at stake are far-reaching and of vital importance to the welfare of our country. It can be asserted with confidence that education, which has been declared by President Harding to be "of primary importance," will ultimately be accorded primary recognition in the councils of the Nation.

The Journal *of the* National Education Association

Published monthly except July and August by the National Education Association of the United States.

President, Charl Ormond Williams
Secretary, J. W. Crabtree

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

Subscription to non-members is $2.00 per year; single copies, 25 cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

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Keynote of True Professionalism

THE ENROLMENT of teachers in the summer schools and summer sessions of 1921 was larger than ever before. Complete figures are not as yet available, but conservative estimates indicate that at least twenty per cent of all of the teachers of the Nation were registered in summer courses. This does not tell the whole story, however, for large numbers of teachers seek leaves of absence during the school year in order to pursue advanced studies while even larger numbers enrol in the extension courses of neighboring normal schools and colleges, attending classes in late afternoon or on Saturday throughout the year.

The development of a permanent and stable teaching profession, then, is proceeding not only upon the principle that a recognized professional status means a thoroughgoing professional equipment, but also upon the principle that true professional growth must be continuous. Very rapidly a tradition is being established that cannot fail to have a far-reaching and most salutary influence upon American education—the accepted belief that the teacher must always be a learner.

It may be sufficient for other professions that the prospective worker be thought of as "completing" his professional education before he begins his practice, although we doubt whether this view is today accepted in medicine, law, and engineering. Certainly for teaching, the conception of a "finished" preparation is already thoroughly discredited. "Pre-service" training is indeed recognized as more important than ever before. Throughout the country the normal schools are becoming teachers' colleges, and their requirements of admission and residence are being rapidly advanced. But this will not mean that the significance of "in-service" education will be lessened in any measure. The two policies are in no sense opposed. Even today it is the teachers with the best preliminary preparation who, with the best results, take advantage of the opportunities for further growth.

Thousands of the students enrolled in the summer sessions and in the extension courses are in middle life; hundreds of them are gray-haired men and women. Not a few of them would be competent to change places with their ablest instructors—and sometimes they do! But the finest thing about it all is the willingness and the zeal with which these men and women assume the student-attitude. It is this that most clearly exemplifies the spirit that is coming to characterize the teaching profession. What may it not mean to the future of American education—and to the future of American life?

Stronger Departments

THE DES MOINES MEETING showed unmistakable evidences of new life in the various departments of the Association. Department programs were well attended. Several departments adopted well-conceived platforms of work. Department officers were active not only in their special fields but in the larger work of the Association. The amendments to the By-Laws which were recommended by the conference of the heads of departments met with the unanimous approval of the Representative Assembly. The four amendments, which are given by President Jones of the Department of Superintendence in his announcement (page 127), enable each department (1) to determine which members of the N. E. A. may be members of the department; (2) to create an executive committee; and (3) to levy a membership fee.

Two new departments were created by vote of the Representative Assembly. The National Association of Elementary School Principals became the Department of Elementary School Principals and a Department of Immigrant Education was established, making a total of twenty-two active departments.

It is reasonable to expect that the departments will continue to grow in strength and usefulness. It is of the utmost importance that workers in the various special fields of educational activity shall become acquainted with eac other, shall conceive ideals and purpose in common, shall keep informed on th progress that is being made by their fellows, and shall endeavor to make th best practice in each line of work th universal practice. The officers of th departments whose names appear elsewhere in this issue, have an opportunit and a responsibility second in importanc only to officers of the parent Associatio

"Elective Boards" Indorse

THE RESOLUTIONS adopted eac year by the Association fall into tw groups: first those that reaffirm policie and principles set forth in earlier resolutions; and secondly those that state ne policies or formulate new principle Resolutions of the latter type should b and usually a-- relatively few at any on meeting. Of the new policies set fort in the Des Moines resolutions, none i more significant than that which favor the elective as against the appointiv board of education. The elective principle is clearly in harmony with the bes standards and traditions of America democracy. Neither the elective nor th appointive board has proved itself i practice to be faultless, but the net result of experience in the larger citie seems clearly to favor the lay boar elected "at large." The evidence i favor of the elective board for highe State institutions is perhaps not quite s clear, but there seems to be no good reason for assuming that the same democratic principle does not also hold here

The Des Moines Meeting

THE fifty-ninth annual meeting o the National Education Associatio which met in Des Moines, Iowa, Jul 4-8, was the most significant meeting o the Association since its organization i 1857. It was the first meeting of th Representative Assembly of the reorganized Association, and represented directly its seventy-five thousand activ members. Both in form and spirit th Association is a new organization. I is the fruit of a renaissance that ha quickened every phase of educationa activity and aroused new interest both without and within the professiona ranks.

The National Association was organized at Philadelphia in 1857 as the National Teachers' Association. It divided the field with two other youn national associations until 1870 when the three became one. Until the recent wa the active membership of the associatio had not exceeded ten thousand. The ar brought the educational shortcom- gs of the Nation into bold relief and e government called upon the teachers r many kinds of aid which were given th remarkable effectiveness. In con- quence of these experiences the teachers w their opportunities and obligations a new light. The reorganized Na- onal Association, with a membership hich has grown by thousands each onth, is the result. The By-Laws opted by the Association at Salt Lake ty in July, 1920, provided for a Repre- ntative Assembly to be composed of legates from State and local associa- ons. Forty-five State Associations, the ducation Association of the District of olumbia, and several hundred local as- ciations which had already become an tegral part of the National Association rough affiliation, sent delegates to the st meeting of the Representative As- mbly, which in a very real sense repre- nted the great majority of the seven ndred thousand teachers of the Nation.

The program which President Hunter d the officers of the various depart- ents prepared for the meeting this ar was at once significant and note- orthy. It was primarily a program action. There were inspirational ldresses by such National leaders as udge Ben Lindsey, Bishop Homer C. untz, Albert Bushnell Hart, and enry J. Ryan, but the chief interest ntered in a full and careful discus- on of the great issues in the National rogram of Education by select leaders osen to represent the various elements the profession. Open sessions of the epresentative Assembly to which all embers of the Association were wel- me discussed the American Program Education as it is related to the work the classroom teacher, the school incipal, the activities of teacher-train- g institutions, and of colleges and niversities. There were reports of com- ittees which had made studies of laries, tenure, pensions, the reorganiza- on of elementary education and of condary education, school revenues, sual education, health problems in edu- ation, illiteracy, and citizenship training.

The Legislative Commission, which as been conducting the campaign for a ederal Department of Education, re- orted increasing public support for the ssociation's legislative program and ave assurance that ultimately education ould receive primary recognition by e Federal Government of the United tates as in the other great governments f the world.

Hardly less significant than the main ogram were the programs of over a ore of Departments and allied associa- ons, some of which considered comprehensive platforms of work with goals to be achieved in their special fields. The platforms adopted by the Library Department and the Department of Rural Education were especially well conceived. For example, the platform of the Library Department calls for full library service in every school in the United States, and for the development of a public library service that will reach every element in the population—rural as well as urban. The county library will largely be the basis of this comprehensive Nation-wide service.

The new president of the association, Charl Ormond Williams, Superintendent of Shelby County Schools, Memphis, Tennessee, has applied to a county system of schools the same principles of organization, supervision, and efficiency which are observed in the best developed city school systems. She has also evolved a system of professional organization whereby teachers become members of the local, State, and National Education Associations by the payment of a single fee.

It is fortunate both for the teachers and the Nation that the work of the Association has been kept upon a high plane. It is true there has been much emphasis on high salaries. Adequate salaries are fundamental to the existence of teaching as a profession. But the great emphasis has been on the contribution that public education must make to the general welfare of the Nation and its people. It would be difficult to find anywhere a more perfect platform of patriotic service than the platform around which the National Association rallying the teachers of the Nation.

EDUCATIONAL ADVANCE

The Pan-Pacific Educational Conference is in session in Honolulu (August 11-21) as the JOURNAL goes to press. This conference has great significance in view of the present world situation. It is composed of delegates and visitors from about twenty-five nations bordering upon the Pacific. Its program includes educational problems of common interest and aims to promote friendship and amity between the countries represented.

The initial step in calling the conference was taken at the request of the Pan-Pacific Union, by Dr. P. P. Claxton, then United States Commissioner of Education, and his assistant, Dr. Frank E. Bunker. The Secretary of the Interior gave his approval and co-operation, and at the request of the Secretary of the Interior the State Department issued the formal invitations. These were sent out by the Pan-Pacific Union to individual educators, universities, and other educational institutions.

The official delegates from the United States are Frank E. Bunker, formerly of the Bureau of Education, Washington, D. C.; Edward O. Sisson, President of the State University of Montana, Missoula, Mont.; Thos. E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pa.; David Starr Jordan, Chancellor Emeritus of Leland Stanford University, Palo Alto, Calif.; Frederick L. Burk, President of the State Normal School, San Francisco, Calif.; Frank B. Cooper, Superintendent of Schools, Seattle, Wash.; Julia Wade Abbot, Specialist in Kindergarten Education, Bureau of Education, Washington, D. C.; Miss Abbot is the only woman on the list of official delegates. In addition to these there are several others in attendance as visitors; among these is Miss Barbara Greenwood, of the Kindergarten Department of the Southern Branch of the University of California, who will represent the International Kindergarten Union.

The training of its employes for promotion will be undertaken by the paper industry of the United States and Canada. After three years of preparation, and the expenditure of $30,000 in preparation of textbooks, the paper manufacturers are now ready to train their mill workers.

This was the report presented to the annual convention of the Technical Association of the Paper and Pulp industry of the United States when the joint educational committee of the American and Canadian Associations presented the first two volumes of the series of five prepared for paper-mill workers. Three more volumes, completing the series, will be ready before the students have completed the first two of the group.

The report was accompanied by a detailed survey of the industry made to determine the lines of promotion within the industry, as a guide to workers for what higher jobs they should be trained in order to be able more quickly to win advancement. This survey classifies every type of man and woman employe in a paper mill, the requirements, duties, equipment, and line of promotion. It was made by J. G. Wright, Assistant Director for industrial education of the Federal Board of Vocational Education. In this report Mr. Wright said that men and women should be prevented by education from becoming mere automatic machines and should be taught to use their mental equipment.

"The survey reveals," he says, "that a large number of occupations must be regarded as relatively low in skill. The same survey indicates that opportunities do exist for the promotion of the better workers to jobs of greater responsibility."

A new educational journal—The National Conference on Educational Method, which was organized at the time of the Atlantic City meeting, has begun the publication of a monthly called *The Journal on Educational Method.* The *Journal,* like the Conference, promises to make a significant contribution to the advancement of teaching. It is edited by James F. Hosic, Secretary-Treasurer of the Conference and Associate Professor of Education of Teachers College, Columbia University.

It is the purpose of the *Journal* "to provide a means of unification of effort in the field of supervised teaching." "This does not imply, however, a narrow concentration upon classroom methods as such. The term 'educational method' will be interpreted to mean, not only the procedures of teachers, but also those of the pupils on the one hand, and those of the supervisors and trainers of teachers on the other. The emphasis will fall upon principles that should be common to all of these."

The Advisory Committee to the National Child Health Council on Health Education of School Children held its first meeting, with sixteen members present, in New York City on May 12th. The committee spent the entire day in reviewing the various problems involved in health education of school children and the desirable methods of arriving at a consensus of opinion. There was discussion of such matters as the work of grade teachers, the types of special teachers and others necessary for teaching health in schools and the correlation of their work, the relationship of health education in schools to that in the homes, the information that should be covered in the regular curriculum, in special class work, literature and so on. Also there was discussion of various methods used for educational purposes, such as special classes, graphic and dramatic devices, project methods, organizations of children, and others.

The committee decided that suggestions as to questions that need to be answered in each of these subjects should be prepared carefully by the members and other experts, information being secured especially from places where there had been the best experience in the actual test of methods, machinery and the handling of various subjects. It was felt that the committee's report would be of great assistance in the child-health demonstration to be undertaken by some community of the United States under the auspices of the National Child Health Council.

PHILANDER P. CLAXTON, whose ten years of vigorous, efficient service as U. S. Commissioner of Education earned for him a position of recognized world leadership, has become provost of the State University of Alabama, where he will be given a free hand to develop an educational leadership whose influence will be widely felt. Dr. Claxton is a life-director in the National Education Association.

Three sub-committees were organized and are working on the subjects assigned to them. L. Emmett Holt has been selected chairman of the whole committee.

The sub-committees are as follows:

1. To consider questions relating to the organization and administration of health education work and the preparation of teachers and others engaged in health work in the schools. The members of this sub-committee are: Thos. D. Wood, Columbia University, New York, N. Y., chairman; Willard S. Small, U. S. Bureau of Education, Washington, D. C.; Ambrose L. Suhrie, School of Education, Cleveland, Ohio; Randall J. Condon, Superintendent of Public Schools, Cincinnati, Ohio; Thomas E. Finegan, State Commissioner of Education, Harrisburg, Pa.; William F. Snow, General Director, American Social Hygiene Association, Washington, D. C.; E. Dana Caulkins, representing the National Physical Education Service; Wm. A. Howe, New York State Medical Inspector of Schools, Albany, N. Y.

2. To consider and make recommendations regarding the subject-matter which should be included in health education courses for children of all ages. The members of this sub-committee are: Wm. H. Burnham, Clark University, Worcester, Mass., chairman; Taliaferro Clark, U. S. Public Health Service; Florence L. McKay, representing the U. S. Children's Bureau; H. J. Burkhart, Director, Rochester Dental Dispensary; H. H. Mitchell, representing the National Child Labor Committee; Royal S. Haynes, representing the American Child Hygiene Association; Dudley B. Reed, representing the American Physical Education Association; Lewis M. Terman, Stanford University, Palo Alto, Calif.; Caroline Hedger, representing the McCormick Memorial Fund, Chicago, Ill.; Harry B. Burns, Director, School of Hygiene, Pittsburgh Public Schools; Lillian Hudson, Director Public Health Nursing, Teachers College, Columbia University, New York, N. Y.

3. To consider and report on the best and most effective methods for conducting health education work. The members of this sub-committee are: James Mace Andress, Professor of Psychology, State Normal School, Worcester, Mass., representing the American School Hygiene Association, chairman; Maud Brown, Supervisor of Hygiene, Kansas City Public Schools; Katharine A. Pritchett, Director of Nutrition Division, Department of Public Instruction, Harrisburg, Pa.; C. E. Turner, Institute of Technology, Cambridge, Mass., representing the Committee on School Health Program of the American Public Health Association; A. W. Dunn, representing the Junior Red Cross; Walter E. Fernald, representing the National Committee for Mental Hygiene; Mabel C. Bragg, Assistant Superintendent of Schools, Newtonville, Mass.; E. G. Gowans, Supervisor of Health Education of the State of Utah; Clark Hetherington, Director of Physical Education of the State of California; Chas. M. De Forest, representing the National Tuberculosis Association; F. M. McMurry, Teachers College, Columbia University, New York, N. Y.

Present Status of the Department of Superintendence

R. G. Jones

esident of the Department of Superintendence, Superintendent of Schools, Cleveland, Ohio

AT THE Cleveland meeting of the
Department of Superintendence a
mmittee, consisting of A. E. Winship,
perintendent E. C. Hartwell, Superin-
ndent J. W. Sexton, and Superintend-
t R. G. Jones, was appointed to pre-
nt a resolution to the Department of
perintendence at its next annual meet-
g, providing for a plan for the election
officers. The members of this com-
ttee took counsel with other superin-
ndents and decided to submit in ad-
tion to the plan for the election of
icers, other measures for the better-
ent of the Association. The recom-
ndations of the committee were pre-
nted and duly approved by a substantial
ajority of the members of the Depart-
ent of Superintendence at the regular
siness meeting at Atlantic City in
bruary. Since the department is a
bsidiary of the National Education
sociation, the recommendations were
bmitted to the Secretary of the Na-
nal Education Association to be pre-
nted at the Des Moines meeting for
e approval of the parent association.

The following amendments to the By-
aws were submitted to the heads of the
partments of the various divisions and
proved unanimously by the National
ducation Association in its business
eeting at Des Moines on July 7th,
21. The changes enacted are as
llows:

Amend Section 2, Article V, to read
follows: Each department shall have
right to fix the qualifications of its
mbers for the purpose of electing
icers and transacting the other business
the department; provided active mem-
rs of the Association, and no others,
ll be eligible to such department mem-
rship, and provided also that all active
mbers of the Association shall be per-
tted to attend the professional pro-
ams and discussions of any department.

Amend Section 5, Article V, by adding
words: Any department may provide
the creation of an executive com-
ttee and assign to it any duties con-
tent with the purposes of the depart-
nt, and the Charter and By-Laws of
Association.

Amend Section 6, Article V, by adding
words: Provided no department shall
ablish an office outside of the general
dquarters of the Association, without the consent of the Executive Committee of the Association.

Add a section to Article V, to be known as Section 9, to read as follows: Any department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the secretary of the department who shall transmit them monthly to the Secretary of the Association. Such funds shall be added to the department's allowance from the Association and shall be used for the work of said department only, and shall be disbursed upon the recommendation of the executive officers of the department in the same manner as other funds of the Association are disbursed.

The next meeting of the Department of Superintendence will be held February 27th to March 2d, inclusive, in Chicago. New Orleans was eliminated because it would be necessary to postpone the meeting until the conclusion of the Mardi Gras. Monday, Tuesday, and Wednesday will be devoted exclusively to the superindendent's program. It is hoped that if college dinners must be given during these three days, these may be given from five to eight o'clock on Wednesday evening, March 1st. The Congress Hotel will be headquarters. It is planned to house the meetings in a group of hotels on Michigan Avenue, including the Congress, Auditorium, Stratford, and Blackstone Hotels. The main audience room for the Association will be in the Auditorium Theater.

S. D. Shankland, of Willoughby, Ohio, has been appointed by the executive committee as secretary of the Department of Superintendence. Martin G. Hogge, Assistant Superintendent of Schools, Chicago, will act as chairman of the hotel committee and will provide for local hotel accommodations. Reduced passenger rates have been provided for and hotel accommodations will be at normal prices.

The general plan for the program is under way and a forecast will be published in a fall issue of this Journal.

The Department of Superintendence has asked for a degree of autonomy that will permit the work of the department to be carried forward with dispatch. Any action which has been proposed for the reorganization of the Department of Superintendence is only such action as may be necessary in any rapidly developing institution, commercial or otherwise.

It will be remembered that the recommendation at the Atlantic City meeting provided for the admission to the Department of Superintendence in an official way, of State, county, and city superintendents (1000 population and above) assistant superintendents and all State and National officers of school administration who are members of the National Education Association. This restriction was made in an arbitrary way, pending the time that an actual survey of the entire Department of Superintendence might be made to determine to what extent membership should be restricted.

In order to determine what organizations might be represented at the next meeting of the department in February, 1922, the president of the Department of Superintendence recently sent out questionnaires to one hundred superintendents as follows:

> Will you please check the organizations enumerated below that you would like to see recognized and provided for at the next meeting of the Department of Superintendence? The Executive Committee desires your judgment on this matter. Please make reply at once so that we may use this data in our Executive Committee meeting in Des Moines.
>
> *Organizations*
>
> National Council of Education,
> National Council of State Departments of Education,
> Department of Rural Education,
> Department of School Administration,
> Department of Vocational Education,
> American Home Economics Association,
> Americanization and Citizenship Conference,
> American School Citizenship League.
> Association of Departments of Education in State Universities and Land Grant Colleges,
> Association of Principals of Schools for Girls,
> Association of Teachers of Crippled Children,
> Boy Scouts and Public Schools,
> Camp Fire Girls,
> City Training School Section,
> Committee on Reorganization Secondary Education,
> Community Center Section,
> Conference on Sex Education,
> Educational Press Association of America,
> International Kindergarten Union,
> Modern Health Crusade,
> National Association of Deans of Women,
> National Association of Directors of Educational Research,
> National Association of Supervised Student Teaching,
> National Association of High School Supervisors and Inspectors,
> National Association of Secondary School Principals,
> National Association of Teachers' Agencies,
> National Child Welfare Association,
> National Conference on Educational Method,
> National Congress of Mothers and Parent-Teacher Associations,
> National Council of Administrative Women,
> National Council of Garden Teachers,

National Council of Primary Education,
National Council of Social Science Teachers,
National Council of Teachers of English,
National Council of Mathematics Teachers,
National Federation of State Education Associations,
National Society of College Teachers of Education,
National Society for Study and Correction of Speech Disorder,
National Society for the Study of Education,
National Vocational Guidance Association,
Physical Education Conference,
Publishers' Section,
School Garden Association,
Teachers' Council,
Visual Education Conference.

This questionnaire was sent to the following list of cities:

New York, N. Y.
Chicago, Ill.
Philadelphia, Pa.
St. Louis, Mo.
Boston, Mass.
Baltimore, Md.
Pittsburgh, Pa.
Detroit, Mich.
Buffalo, N. Y.
San Francisco, Calif.
Milwaukee, Wis.
Cincinnati, Ohio
Newark, N. J.
New Orleans, La.
Washington, D. C.
Los Angeles, Calif.
Minneapolis, Minn.
Jersey City, N. J.
Kansas City, Mo.
Seattle, Wash.
Indianapolis Ind.
Providence, R. I.
Louisville, Ky.
Rochester, N. Y.
St. Paul, Minn.
Denver, Colo.
Portland, Ore.
Columbus, Ohio
Toledo, Ohio
Atlanta, Ga.
Oakland, Calif.
Hibbing, Minn.
Springfield, Ill.
Ottumwa, Iowa
Aurora, Ill.
Colorado Spgs., Colo.
Covington, Ky.
Fargo, N. Dak.
Altoona, Pa.
Evanston, Ill.
Franklin, Ind.
Worcester, Mass.
Syracuse, N. Y.
New Haven, Conn.
Birmingham, Ala.
Memphis, Tenn.
Scranton, Pa.
Richmond, Va.
Paterson, N. J.
Omaha, Nebr.
Fall River, Mass.
Dayton, Ohio
Grand Rapids, Mich.
Nashville, Tenn.
Lowell, Mass.
Cambridge, Mass.
Spokane, Wash.
Bridgeport, Conn.
Albany, N. Y.
Hartford, Conn.
Trenton, N. J.
New Bedford, Mass.
San Antonio, Texas
Reading, Pa.
Camden, N. J.
Salt Lake City, Utah
Dallas, Texas
Lynn, Mass.
Springfield, Mass.
Wilmington, Del.
Des Moines, Iowa
Lawrence, Mass.
Tacoma, Wash.
Lakewood, Ohio
Ann Arbor, Mich.
Evansville, Ind.
Battle Creek, Mich.
Kewanee, Ill.
Decatur, Ill.
Alton, Ill.
Topeka, Kan.

The thirty-seven replies received prior to the meeting of the Executive Committee at Des Moines were canvassed and the following tabulation resulted:

Votes—Organizations

31—National Council of Education,
22—National Council of State Departments of Education,
12—Department of Rural Education,
25—Department of School Administration,
13—Department of Vocational Education,
5—American Home Economics Association,
7—Americanization and Citizenship Conference,
4—American School Citizenship League,
4—Association of Department of Education in State Universities and Land Grant Colleges,
2—Association of Principals of Schools for Girls,
2—Association of Teachers of Crippled Children,
5—Boy Scouts and Public Schools,
5—Camp Fire Girls,
13—City Training School Section,
12—Committee on Reorganized Secondary Education,
5—Community Center Section,
2—Conference on Sex Education,
8—Educational Press Association of America,
9—International Kindergarten Union,
3—Modern Health Crusade,
8—National Association of Deans of Women,
22—National Association of Directors of Educational Research,
3—National Association of Supervised Student Teaching,
14—National Association of High School Supervisors and Inspectors,
21—National Association of Secondary School Principals,
2—National Association of Teachers' Agencies,
5—National Child Welfare Association,
7—National Conference on Educational Method,
8—National Congress of Mothers and Parent-Teacher Associations,
9—National Council of Administrative Women,
3—National Council of Garden Teachers,
12—National Council of Primary Education,
3—National Council of Social Science Teachers,
6—National Council of Teachers of English,
5—National Council of Mathematics Teachers,
7—National Federation of State Education Associations,
13—National Society of College Teachers of Education,
4—National Society for Study and Correction of Speech Disorder,
22—National Society for the Study of Education,
10—National Vocational Guidance Association,
6—Physical Education Conference,
3—Publishers' Section,
2—School Garden Association,
8—Teachers' Council,
5—Visual Education Conference.

The replies indicated that administrative service or closely allied interests only should be represented in the next program of the department, and the president and executive committee, therefore announce that the following units will b represented on the program to be give in February:

National Council of Education,
National Council of State Departments of Education,
Department of Rural Education,
National Association of High Schoo Supervisors and Inspectors,
Department of Vocational Education
City Training School Section,
National Association of Directors o Educational Research,
National Association of Secondar School Principals,
National Council of Primary Education,
National Society of College Teacher of Education,
National Society for Study of Education,
Department of Elementary Schoo Principals.

Since the Department of Superintendence is now officially authorized to define its own membership, at the nex meeting any adjustment of units desired by the membership may be made. Therefore, if eliminations or additions are to be considered these should be proposed at the business meeting next February.

It is assumed by the executive committee that the judgment expressed in the questionnaires is representative, and this has been more fully confirmed by the additional blanks which have been checked and returned since. The committee is presenting an organization and program which, in our judgment, will best serve the need.

NOTES *and* ANNOUNCEMENTS

The fairness and democracy with which President Hunter presided over the deliberations of the Representative Assembly at Des Moines were heartily commended by the delegates. There was a genial impartiality and generosity in the President's manner, coupled with an efficiency and dispatch in the transaction of business which will be long remembered by those privileged to attend this first meeting of the Representative Assembly. Mr. Hunter distinguished himself also by the force, comprehensiveness, and convincing power of his presidential address. This address will stand out as one of the landmarks in the Association's history.

The growing spirit of co-operation between the American Legion and the National Education Association as indicated by the proposals of the Legion at the Des Moines meeting and by the statements in the resolutions of the Association is highly gratifying to clear-thinking members of both organizations. The American Legion in proportion as it keeps its work upon a high plane will be a dominating influence in political leadership during this generation. The educational leadership of the National Education Association has already commanded the respect and admiration of statesmen, both in and out of Congress, and has attracted to the support of the Association's gram a score of organizations whose lers have faith in education as the s of all progress. In a very real e, therefore, the cordial relations be- en the Association and the Legion be made to serve the best interests he Nation.

e decision to hold the sixtieth an- l meeting of the Association in Bos- will come as welcome news to a e number of members. The oppor- ity to combine attendance at this at professional gathering with a pil- nage to one of the historic centers of Nation makes a powerful appeal. e attendance at the meeting of the erican Library Association, which, year, met near Boston, broke all vious records by over fifty per cent. imilar experience is predicted for the E. A. meeting next July.

anges in the addresses of members he Association are numerous at this on of the year. Many members fail eceive the JOURNAL promptly because have moved to new addresses with- notifying Headquarters. Members kindly requested to report promptly change of address, giving the old as l as the new address.

e First Representative Assembly ts meeting at Des Moines more than ified the hopes of the most ardent ocates of reorganization. It was e, well-led, and progressive. It ex- ted an essential unity, an earnestness, a devotion to its work which should ke every delegate proud of the honor being a member of it. The reports ch the delegates to this first Assembly ke to the organizations which they resent will give new impetus to the ement for a greatly enlarged mem- ship in all professional organiza- s—local, State, and National. A mary of the minutes of this meeting appear in a later issue.

e Official Program of the Des ines meeting contained a list of the te and local affiliated associations. ociations which affiliated before the t meeting of the Representative As- bly are considered charter members. eir names will be published in the ual volume of proceedings.

e annual volume of Addresses Proceedings, which is in press, will especially rich in rural education. is subject which is the special field of Department of Rural Education was considered at some length by the tional Council of Education and the partment of Superintendence.

National Education Association Officers 1921-1922

Charl Ormond Williams, President, Memphis, Tenn.
J. W. Crabtree, Secretary, Washington, D. C.
Cornelia S. Adair, Treasurer, Richmond, Va.

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Cornelia S. Adair, Treasurer, Richmond, Va.
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Olive M. Jones, Principal Public School 120, New York, N. Y.

VICE-PRESIDENTS

Fred M. Hunter, Superintendent of Schools, Oakland, Calif.
E. E. Oberholtzer, Superintendent of Schools, Tulsa, Okla.
P. J. Zimmers, Superintendent of Schools, Boise, Idaho.
J. A. C. Chandler, President of the College of William and Mary, Williamsburg, Va.
Cora Wilson Stewart, Chairman National Illiteracy Commission, Frankfort, Ky.
M. C. Lefler, Superintendent of Schools, Lincoln, Nebr.
Charles B. Boyer, Superintendent of Schools, Atlantic City, N. J.
Olive M. Jones, Principal Public School 120, New York, N. Y.
J. O. Engleman, Superintendent of Schools, Joliet, Ill.
Wilhelmina Van de Goorberg, Elementary Teacher, Los Angeles, Calif.
Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Texas.
L. D. Coffman, President of the University of Minnesota, Minneapolis, Minn.

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Edwin G. Cooley, Union League Club, Chicago, Ill.
Oscar T. Corson, R. F. D. No. 2, Oxford, Ohio.
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David Starr Jordan, President Emeritus Leland Stanford University, Calif.
James Y. Joyner, La Grange, N. C.
T. Marcellus Marshall, Stouts Mill, W. Va.
Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.
Carroll G. Pearse, President of State Normal School, Milwaukee, Wis.
Charles R. Skinner, Legislative Reference Library, Capitol Building, Albany, N. Y.
State Teachers' Association of Illinois, Robert C. Moore, Secretary, Carlinville, Ill.
George D. Strayer, Teachers' College, Columbia University, New York, N. Y.
Joseph Swain, Swarthmore College, Swarthmore, Penna.
A. R. Taylor, Decatur, Ill.
Teachers' Institute, Philadelphia, Penna.
John J. Tigert, U. S. Commissioner of Education, Bureau of Education, Washington, D. C.
Charles G. White, Menominee, Wis.

State Directors

Alabama, P. W. Hodges, Secretary of Certification and Placement, State Department of Education, Birmingham.
Arizona, John D. Loper, Superintendent of Schools, Phœnix.
Arkansas, Annie Griffey, Primary Supervisor, Little Rock.
California, Mary F. Mooney, Vice-Principal, Washington School, San Francisco.
Colorado, H. B. Smith, Principal, Lincoln School, Denver.
Connecticut, Levi T. Garrison, President of the State Teachers' Association, Willimantic.
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Florida, F. A. Hathaway, County Superintendent of Schools, Jacksonville.
Georgia, K. T. Alfriend, President of Military College, Milledgeville.
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Kansas, M. E. Pearson, Superintendent of Schools, Kansas City.
Kentucky, J. H. Risley, Superintendent of Schools, Owensburg.
Louisiana, J. M. Gwinn, Superintendent of Schools, New Orleans.

Maine, H. A. Allan, Rural Schools Inspector, State House, Augusta.
Maryland, William Burdick, Superintendent of Physical Education, Baltimore.
Massachusetts, Mary McSkimmon, Principal of Pierce School, Brookline.
Michigan, Thomas E. Johnson, State Superintendent of Schools, Lansing.
Minnesota, J. C. Brown, President of the State Normal School, St. Cloud.
Mississippi, E. E. Bass, Superintendent of Schools, Hadleyburg.
Missouri, L. McCartney, Superintendent of Schools, Hannibal.
Montana, D. S. Williams, Superintendent of Schools, Glasgow.
Nebraska, A. H. Staley, Superintendent of Schools, Hastings.
Nevada, Chauncey W. Smith, Superintendent of Schools, Elko.
New Hampshire, J. O. Wellman, Superintendent of Schools, New Market.
New Jersey, Thomas Agnew, Principal of Horace Mann School, Bayonne.
New Mexico, John Milne, Superintendent of Schools, Albuquerque.
New York, Ambrose Cort, Principal of Public School 73, Brooklyn.
North Carolina, Robert H. Wright, President of East Carolina Teachers' Training School, Greenville.
North Dakota, Nelson Sauvain, Superintendent of Schools, Devil's Lake.
Ohio, W. W. McIntire, Dean of the School of Education, Athens.
Oklahoma, E. E. Oberholtzer, Superintendent of Schools, Tulsa.
Oregon, Charles A. Rice, Assistant Superintendent of Schools, Portland.
Pennsylvania, William M. Davidson, Superintendent of Schools, Pittsburgh.
Rhode Island, Katherine U. Pierce, Providence.
South Carolina, George H. Webber, Superintendent of Schools, Beaufort.
South Dakota, M. M. Guhin, State Director of Civic Training, Pierre.
Tennessee, R. L. Jones, President of the Normal School, Murfreesboro.
Texas, Mamie S. Bastian, President of the State Grade Teachers' Association, Houston.
Utah, L. John Nutall, University of Utah, Salt Lake City.
Vermont, Caroline S. Woodruff, St. Johnsbury.
Virginia, Nannie W. Thompson, 130 Second Avenue, Richmond.
Washington, Mrs. Jennie M. French, Tacoma.
West Virginia, Florence J. Parker, Principal of the High School, New Haven.
Wisconsin, J. F. Sims, President of the State Normal School, Stevens Point.
Wyoming, A. A. Slade, Superintendent of Schools, Casper.
District of Columbia, Harry English, Mathematics Department, High School, Washington.
Hawaii, W. E. Givens, Principal, McKinley School, Honolulu.
Philippine Islands, Luther B. Bewley, Director of Education, Manila.
Porto Rico, Ralph S. Garwood, University of Porto Rico, Mayagues.

NATIONAL COUNCIL OF EDUCATION

President, Homer H. Seerley, President of Iowa State Teachers College, Cedar Falls, Iowa.
Vice-President, Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.
Secretary, Adelaide Steele Baylor, Federal Agent for Home Economics, Washington, D. C.

OFFICERS OF DEPARTMENTS[1]

Business Education

President, Clay D. Slinker, Director of Business Education, Des Moines, Iowa.
Secretary, G. F. Knipprath, Head of the Bookkeeping and Accounting Department, High School of Commerce, Omaha, Nebr.

Child Hygiene

President, O. B. Nesbit, Director of Medical Inspection, Gary, Ind.
Vice-President, Maude A. Brown, Supervisor of Hygiene, Kansas City, Mo.
Secretary, William A. Howe, State Medical Inspector, Albany, N. Y.

CHARLES F. PYE, Secretary of the Iowa State Teachers' Association, hose effective work as manager of the ocal organization was a large factor in he success of the meeting at Des Moines. The excellent service of such men as Mr. Pye has encouraged the movement to have permanent, paid, full-time secretaries for State associations.

Classroom Teachers

President, Ethel M. Gardner, President of the Milwaukee Teachers' Association, Milwaukee, Wis.
Vice-President, Sara H. Fahey, New York, N. Y.
Secretary, Mary Dwyer, Grade Teacher, Chicago, Ill.

Deans of Women

President, Mina Kerr, Dean of Women, Wheaton College, Norton, Mass.
Vice-President, Georgia L. White, Adviser to Women in Cornell University, Ithaca, N. Y.
Secretary, Anne Dudley Blitz, Dean of William Smith College, Geneva, N. Y.

Educational Publications

President, George L. Towne, President University Publishing Company, Lincoln, Nebr.
Secretary, C. W. Taber, Western Manage Lippincott & Co., Chicago, Ill.

Elementary Education

President, Mary E. Lawler, School XII, Pa terson, N. J.
Secretary, Bessie Brown Goodrich, Directo of Elementary Education, Des Moine Iowa.

Elementary School Principals

(Formerly the National Association of El mentary School Principals)

President, Leonard Power, Principal of th High School, Port Arthur, Texas.
Corresponding Secretary, J. Bracken, Publ Schools, Duluth, Minn.

Higher Education

President, F. J. Kelly, Dean of the School Education, University of Kansas, Law rence, Kans.
Secretary, F. H. Hodder, Head of the D partment of History and Political Scienc University of Kansas, Lawrence, Kans.

Immigrant Education

This department was created at the D Moines meeting. Officers will be announce later.

Kindergarten Education

President, Marion S. Hanckel, Supervisor Kindergarten and Primary Grades, Ric mond, Va.
Vice-President, Mary Dabney Davis, Dulut Minn.
Secretary, Nina C. Vandewalker, Speciali in Kindergarten Education, Bureau Education, Washington, D. C.

Library Department

President, Sherman Williams, Chief of th School Libraries Division, State Depar ment of Education, Albany, N. Y.
Vice-President, Grace D. Rose, Librarian of the Public Library, Des Moines, Iow
Secretary, Margaret E. Ely, Book Selectio Department, Chicago Public Library, Ch cago, Ill.

Music

President, Osbourne McConathy, Director the Department of School Music, Nort western University, Evanston, Ill.
Vice-President, C. A. Fullerton, Director Music, Iowa State Teachers College, Ceda Falls, Iowa.
Secretary, Mary McKay, Supervisor of Musi Elgin, Ill.

Normal Schools

President, W. P. Morgan, President of th State Normal School, Macomb, Ill.
Vice-President, A. J. Matthews, President the State Normal School, Tempe, Ariz.
Secretary, Robert E. Elliot, President of th Nebraska State Teachers College, Chad ron, Nebr.

Physical Education

President, Ethel Perrin, Supervisor of Phys ical Education, Detroit, Mich.
Vice-President, J. B. Nash, Director Recreation, Oakland, Calif.
Secretary, William Burdick, Director of Pub lic School Athletic League, Baltimore, Md

Rural Education

President, Ernest Burnham, State Norma School, Kalamazoo, Mich.
Vice-President, J. C. Muerman, Specialist Rural Education, Bureau of Educatio Washington, D. C.

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[1] Departments are arranged alphabetically for convenient reference.

cretary, Mabel Carney, Professor of Rural Education, Teachers College, Columbia University, New York, N. Y.

School Administration

resident, George B. Thomas, Chairman of the School Board, Portland, Ore.
ice-President, Ira B. Bush, Superintendent of Schools, Erie, Pa.
cretary, William C. Bruce, Editor of the American School Board Journal, Milwaukee, Wis.

School Patrons

resident, Mrs. George W. McMath, Portland, Ore.

Science Instruction

resident, Gilbert H. Trafton, State Teachers College, Mankato, Minn.

Secondary Education

resident, H. T. Steeper, Principal of the West High School, Des Moines, Iowa.
ice-President, S. O. Rorem, Principal of the East Junior High School, Sioux City, Iowa.
cretary, Olivia Pound, Assistant Principal of the Lincoln High School, Lincoln, Nebr.

Superintendence

resident, R. G. Jones, Superintendent of City Schools, Cleveland, Ohio.
Vice-President, Will C. Wood, State Commissioner of Education, Sacramento, Calif.
Second Vice-President, E. C. Broome, Superintendent of City Schools, Philadelphia, Pa.
Treasurer, Ira B. Bush, Superintendent of City Schools, Erie, Pa.
Secretary, S. D. Shankland, Willoughby, Ohio.
Executive Committee, Jesse H. Newlon, Superintendent of City Schools, Denver, Colo.; Frank Cody, Superintendent of City Schools, Detroit, Mich.; Randall J. Condon, Superintendent of City Schools, Cincinnati, Ohio; J. H. Beveridge, Superintendent of City Schools, Omaha, Nebr.

Vocational Education and Practical Arts

President, Wilbur H. Bender, State Director of Vocational Education, Des Moines, Iowa.
Secretary, Frankie Connell, Director of Part Time School, Hannibal, Mo.

Wider Use of Schoolhouses

President, Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.
Vice-President, I. B. Morgan, Director of Vocational Schools, Kansas City, Kans.
Secretary, Eugene C. Gibney, Director of Community Centers, Board of Education, New York, N. Y.

ENROLMENT *and* AFFILIATION

Completed Enrolments

THE following schools have completed their reports for one hundred er cent membership enrolment in the ational Education Association since the st was published in the June Journal:

erkeley, Calif., *Jefferson Elementary School,* Mary O'Bannon, Principal; *McKinley School,* A. L. Barker, Principal; *Oxford Elementary School,* Clara M. Partridge, Principal.

ottineau, N. D., *Central School; Forestry State Normal School,* Vernon L. Mangun, President; *Junior-Senior High School.*

rookline, Mass., *John D. Runkle School,* Edith E. Wright, Principal.

urnside, Iowa, *Burnside Consolidated School,* Minna Peterson, Principal.

edar Rapids, Iowa, *Adams School,* Harriet A. Welch, Principal; *Arthur School,* Jenna Strahn, Principal; *Buchanon School,* Minnie F. Beenk, Principal; *Lincoln School,* Ida Holland, Principal; *Monroe School,* Nanna Nelson, Principal.

herokee, Iowa, *Lincoln School,* Libbie Bierman, Principal; *Webster School,* Blanche V. Toohey, Principal.

hicago, Ill., *Colman School,* Francis G. Rogers, Principal; *Prescott School,* Mrs. Margaret S. Fitch, Principal; *Pullman School,* D. R. Martin, Principal.

leveland, Ohio, *Gordon School,* Edith C. Peters, Principal; *Sibley School,* Emily Shaw, Principal.

ouncil Bluffs, Iowa, *Avenue B School,* Frances Potts, Principal; *Avenue E School,* Josephine Clausen, Principal; *Bloomer School,* Nannie Hardin, Principal; *Eighth Avenue School,* Kathleen Connor, Principal; *Harrison Street School,* Minnie Hanson, Principal; *Oak Street School,* Dora Lyon, Principal; *Pierce Street School,* Edith Prouty, Principal; *Second Avenue School,* Isabel Orris, Principal; *Third Street School,* Helen Tyler, Principal; *Twentieth Avenue School,* Clara Meyers, Principal; *Thirty-second Street School,* Ada Dailey, Principal; *Washington Avenue School,* Mantie Mangum, Principal.

Dubuque, Iowa, *Audubon School,* B. H. Horchem, Principal; *Bryant School,* Gussie M. Hagerty, Principal; *Franklin School,* Anna A. O'Shea, Principal; *Irving School,* Sadie E. Luke, Principal; *Peter Cooper School,* Augusta Frey, Principal.

East St. Louis, Ill., *Cannady School; Hawthorne School; Horace Mann School; Manners School; Rosemont School.*

Eau Claire, Wis., *Eighth Ward School,* Anna Gunn, Principal; *Tenth Ward School,* Lucy Pregent, Principal.

Edinborough, Pa., *Edinborough State Normal School,* Wallace J. Snyder.

El Paso, Tex., *Bailey School,* Klifford Rice, Principal.

Fond Du Lac, Wis., *Fond Du Lac Public Schools,* R. W. Fairchild, Superintendent.

Forest City, Iowa, *Forest City Public Schools,* Charles M. Neveln, Superintendent.

Gloversville, N. Y., *Oak Street School,* Catharine La Rouette, Principal.

Goldfield, Nev., *Goldfield Public Schools,* Ora Dorr.

Grand Rapids, Mich., *Henry School.*

Hudson, Iowa, *Hudson Consolidated School,* Leela Linder, Principal.

Indianapolis, Ind., *George Merritt School,* Lula Cobleigh Grove, Principal; *Charles Sumner School,* William E. Baugh, Principal.

Joliet, Ill., *Farragut School; Henderson School; Hickory Street School; Longfellow School; McKinley School; Pleasant School.*

Kansas City, Kans., *Bruce School,* Myrtle Young, Principal; *Douglass School,* Laura J. Harlam, Principal; *Dunbar School,* Mary Thomas, Principal; *Garrison School,* Sherman Scruggs, Principal; *High School,* Clarence T. Rice, Principal; *Lewis School,* Virginia Elliott, Principal; *Lincoln School,* Gaynell Johnson, Principal; *Melville School,* Kate B. Seymour, Principal; *Phillips School,* R. H. Browne, Principal; *Stowe School,* Corrine Lightbody, Principal.

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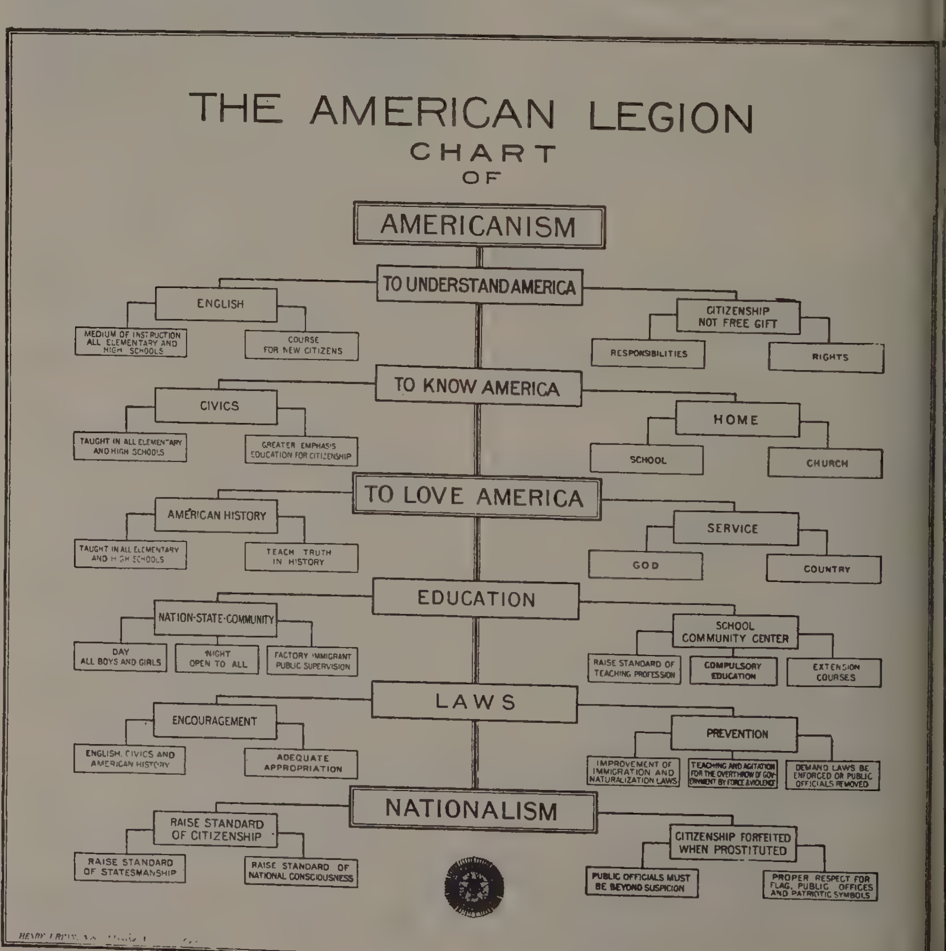
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1. Make use in season nd out of season of legiti- ate effective publicity nd propaganda.

2. We ourselves must e to it that needed legis- tion is enacted which ill require a decent inimum of training for ll who are permitted to nter the teaching profes- on.

3. Superintendents, rincipals, and high-school eachers must comprehend he problem as a whole nd exercise such influence hat a fair percentage of he best boys and girls in he upper quartile of our igh-school senior classes hall be attracted into he teaching service.

4. The State must pro- ide teacher-training in- titutions of college rank roperly equipped and upported, and numerous nough to insure within a reasonable eriod—five years—a trained teacher for very child.

5. The public must everywhere accord to the teaching profession a decent degree of social recognition.

6. There will be a shortage of trained teachers until such time as compensation is adequate to make the profession attractive.

Adequate compensation must be sufficient to provide—

1. A living which includes food, clothing, housing, laundry, incidental essentials, medical, dental and surgical care, insurance, church, legitimate charity expense, and all desirable facilities for wholesome recreation and the promotion of health.

2. Social and professional growth, including expenditures for social life, including association with the attractive personalities of one's community, reading matter, music, art, expense of educational associations and meetings, travel, and professional training in institutions of learning.

3. For a high percentage of all teachers, women as well as men, especially those who have been in the profession five years or more, compensation for the support of members of the family or other dependents.

4. An annual surplus for investment. A teacher who has served faithfully and invested thriftily for a period of thirty or thirty-five years should have a living income from investments. The teacher is entitled to a return for the investment of time and cash involved in preparation for professional duties.

The average salary in the United States is still pitifully inadequate. It is not sufficient to attract enough high-grade young men and young women into the profession to do the job which must be done. This inadequacy is not due to National poverty. We are not poor. We are rich.

There is indubitable evidence of the ability of the United States to pay adequate salaries to the teachers of our public schools. This evidence may be enumerated under four heads.

THE CALL TO SERVICE

Charl Ormond Williams

President of the National Education Association, Superintendent of the Shelby County Schools, Memphis, Tennessee

THE CALL to service in the National Education Association has never been clearer than now. There are important tasks ahead—big, challenging tasks that call for the best effort of the organized teachers of the Nation. The call is to educators of all classes and ranks. Adequate elementary education must be provided for every American child, which means that there must be enormous improvement, particularly in rural education. Secondary education must eventually be made a vital, universal opportunity for every boy and girl. Higher education—general, professional, and technical—whether under public or private auspices must be helped to grow both in quantity and quality until it is able to meet full and ready-handed the problem of training the leadership of our democracy. Libraries for rural communities as well as urban must be built up to keep alive the high purpose and the spirit of intelligence which schools exist to create. The ideals of educated men and women must more and more be made the ideals of our whole people. All this will require leadership. Our Association must help to provide that leadership. It will require professional unity—in locality, State, and Nation. Our Association must enlist the profession and help obtain that unity. The right development of education in America will require far-reaching changes in the methods and ideals of revenue raising. It is for the National Education Association through study and publicity to light the way. Public sentiment must be quickened to see education in the perspective of its true importance. Our program of service includes all of these things. Let us join hands to make this year the greatest in the history of professional organization among teachers. Let us work shoulder to shoulder for the growth of the National Education Association and the realization of its program of service.

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[1] Report of the Committee on Salaries given efore the Representative Assembly of the ational Education Association, Des Moines, owa, July 5, 1921.

1. Census reports each decade indicate a tremendous annual production of new wealth, and for the year 1920 an enormous sum total of all wealth. Our total measureable wealth is estimated at the sum of $300,000,000,000. We produce $60,000,000,000 in new wealth annually. Farm values, including lands and buildings, increased from the sum of $30,801,000,000 in 1910 to $67,795,000,000 in 1920.

2. State and Federal reports of bank's savings deposits are a definite index to vast accumulations and indicate tremendous wealth. Bank's savings deposits in Michigan stood at $134,924,000 in 1907. In 1920 savings deposits for this same commonwealth stood at $525,671,000—an increase of 296 per cent. For every single year from 1907 to 1920 bank's savings deposits in Michigan show an increase over the preceding year.

3. Another sure index of rapidly increasing wealth is shown in the net incomes of corporations. In 1910 this total net income for Michigan was $95,666,000. In 1918 this total net income of all corporations in Michigan amounted to $338,729,000.

4. That our ability adequately to support a system of public schools is limited only by our desire for public-school service is clearly indicated in our expenditure for luxuries. Edith Strauss, head of the Women's Activity Division of the Department of Justice, during the high-cost-of-living campaign compiled statistics which indicate that the average family has been spending $348 a year for luxuries. Included in the total amount is $2,110,000,000 spent for tobacco, $800,000,000 for cigarettes, $800,000,000 for loose tobacco and snuff, and $510,000,000 for cigars. The total expenditure for automobiles is put down at $2,000,000,000. The total amount spent for candy is $1,000,000,000, for soft drinks $350,000,000, for chewing gum $50,000,000, for perfume and cosmetics $750,000,000, and for furs $300,000,000. It seems to be as clear as daylight that we have not reached the limit of wise expenditure for public-school education when our schools, public and private, cost less than one-half of our annual tobacco bill.

The cost of living determines in part adequate compensation for salaried classes. According to the National Industrial Conference Board, the cost of living on May 1, 1921, as compared with the cost of living in July, 1914, stood at 165.7. In other words, while there has been a marked decline in cost of living from 1920 to the present time in 1921, there is still an increase of 65.7 per cent.

For food the increase is 52 per cent, for shelter 71 per cent, for clothing 68 per cent, for fuel and light 78 per cent, and for sundries 85 per cent. The estimate of the total increase of 65.7 per cent is based on retail prices of the component elements in the family budget, weighted according to consumption by average wage earners before the war.

According to the Bureau of Labor, the increase in cost of living from December, 1914, to May, 1921, in five large cities was as follows: Chicago, 78.4 per cent; Cleveland, 84.7 per cent; Detroit, 93.3 per cent; New York, 81.7 per cent; Philadelphia, 79.8 per cent.

The main argument for better compensation must now rest upon the *general law of supply and demand.* The demand for trained teachers is greater than at any time in the history of our public-school system. The effective publicity campaign of the National Education Association, the wholesale exposition in the public press and in standard periodicals of the actual teacher situation in our public schools, has led to the increased demand for better teaching. The public is not yet asking for a trained teacher for every child, but we are rapidly approaching that goal.

While the demand has been increasing, the supply is still lamentably low. The reports of the Bureau of Education and the bulletins of the N. E. A. Commission on the emergency in education reveal great masses of immature, untrained, and incompetent teachers in ou public schools. The folly of intrustin school children to the incompetent an the waste due to the large annual turn over in our public-school teaching force call for no discussion before this body There is appalling waste in a large par of our public-school system due to incompetent teaching.

The discussion of this waste must be pu before the public, and especially befor organized groups of men and women i local communities everywhere throughout the American commonwealth. Through this discussion we must increase the demand for teachers who are really fit to do the job.

While we must constantly emphasize the importance of training and of adequate compensation to reward the trained teacher, we may expedite matters *by legislating the untrained out of the profession.* In Michigan a boy or girl eighteen years of age, who can pass a third-grade examination, may be certificated to teach after a minimum of six weeks of professional training. Through new legislation, in five years from the present time, no person will be certificated to teach whose training represents less than graduation from an approved high school and one year of professional training in addition thereto. The time has come when by legislative enactment it should be made illegal for a commonwealth to intrust the training of its school children to those who have made no adequate preparation for the work. The competition of the incompetent at the present time unquestionably affects

LIFE

Henry van Dyke

Let me but live my life from year to year
   With forward face and unreluctant soul;
   Not hurrying to, nor turning from, the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
   From what the future veils; but with a whole
   And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
   O'er rough or smooth, the journey will be joy;
   Still seeking what I sought when but a boy,
New friendships, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

[From Music and Other Poems, Scribner, 1919] e general level of our salary schedules r the nation as a whole, and it seems ear that we must wage an unending ht until victory is won.

While it is true that salary schedules e not yet satisfactory, speaking for the untry as a whole, it is also true that e have been moving rapidly in the ght direction since 1919. While it is ue that statistics for 359 cities show average salary increase of but 61 per nt since 1914 and that this increase es not equal the cost of living, it is so true that a major part of the in- ease came in a two-year period preced- g the investigation. In January, 1919, e demand for a miniumum salary of 000 was looked upon as radical. At e present time a high percentage of ies offer a minimum salary of $1200 more. There has been a marked in- ease in money compensation in the past o years. Reports from a large num- r of cities in the United States indi- te that there will be no diminution in sh compensation, and that schedules lling for an annual increase are being aintained.

It seems clear to the Committee that we are to attract into the teaching ofession a fair percentage of the best ys and girls who are graduating each ar from high school, we must insist pon a living minimum salary with a pid annual increase during the first ur or five years of service. It has been early demonstrated that we cannot at- act enough young people into the pro- ssion to keep the ranks filled on the sis of apprenticeship schedules for the rly years.

It is more important, however, that e shall insist upon adequate compensa- on for those who have served a decade d have indicated their intention of re- aining permanently in the public- hool service. These people constitute e backbone of the teaching force in early all communities and must be paid they are to be retained at a maximum efficiency. Their salaries are still all o meager. Teachers accumulate de- endents with lengthened years in the rvice. The mature teacher must be ore adequately compensated and liberal lary schedules should reward extended ltural and professional training. We ust have special rewards for the espe- ally gifted teachers. The compensa- on of superior teachers in every public- hool system should be recognized more nerally in terms of cash.

Here and there throughout the coun- y, and for the most part in recent years, ties have adopted the policy of paying grade teachers compensation equivalent to that paid high-school teachers where training, experience, and skill are equivalent. This practice rests on a sound basis. The movement is bound to spread rapidly during the next decade, and is entitled to our cordial support.

In conclusion, the members of this association must make it their business to attract into the teaching profession a fair percentage of the upper quartile from our high-school graduating classes. We ourselves must take a large part in the campaign for adequate compensation. We must have publicity, especially publicity of facts, strong leadership, more thorough organization, and a campaign that continues. We must utilize all the organs of publicity, including the press, and we must retain the aid of organized groups of men and women in every corner of the land. We must present education as an investment and an insurance and we must free ourselves from what has been servitude to low ideals, both as to training and compensation.

The State Program in Education

GEORGE H. REAVIS

Assistant State Superintendent of Schools, Baltimore, Maryland

A STATE PROGRAM in education is a working plan for meeting the educational needs of the State. It attempts to solve the larger and more important educational problems, not only of the State, but of the Nation, within the State, and should cast into definite form the general outlines in which the National program is expressed.

The schools are confronted with several problems which are peculiarly dependent on the State for solution. I shall discuss three of these which are important elements in any State program. Something must be done—by the State—so that the supply of well-trained teachers will eventually become adequate. Means must be devised—by the State—in order that sufficient funds will eventually be available to every section for maintaining the public schools at a high standard of efficiency. A campaign must be continually conducted—by the State—to educate all the State's people properly to appreciate the value of good schools.

The most urgent need of the schools today is an adequate supply of competent teachers. The teacher-training problem is primarily a question of production. The supply of properly trained teachers is inadequate because production only fractionally approximates the demand.

A vast army of experienced teachers leaves the service each year. But if all the trained teachers entering the service in the past twenty-five years were still in service, it would be necessary to employ a large number of untrained teachers. No State can hope to replace immediately its untrained teachers with teachers satisfactorily trained, but certainly every State should at least strive to replace every teacher who drops out with a trained teacher.

To attack this problem in a businesslike way, a State should determine the number of teachers it needs each year, and proceed to produce them. In Maryland, where the county is the local unit of school administration, we have tabulated by counties this loss of teachers, or "turnover," and are trying to hold each county responsible for getting enough candidates in training each year to meet its annual turnover. By as much as any county falls short of its quota, some other county must exceed its quota or the State will fall short of its mark. But to place this number of women in training from the counties of Maryland would require all the girls at present being graduated by the four-year high schools in that territory, as the number of girls graduating is approximately equal to the turnover in the teaching service. We cannot hope to have all girls graduating enter the teaching profession. Some high-school graduates should not attempt teaching, and some of those who should enter the service will be unable to do so. It is apparent, therefore, that we cannot hope to supply immediately enough trained teachers outside the cities to meet the present annual turnover. This is true for the rural districts of the whole country. But if the towns, villages, and rural districts are to have trained teachers, they must, eventually, produce them. As the schools are improved, a larger number of children should complete the elementary course while young enough to secure a high-school education, and as the high-school facilities are extended more generally to the rural districts, a larger supply of high-school graduates should be available to train for teaching positions in their home territory.

But at the same time that a State is attacking the problem of production, it must endeavor, by making the remuneration for teaching more attractive to those in service, to reduce the annual turnover to a minimum. Higher salaries may not exert a very large and immediate influence to bring candidates into training, but adequate compensation and good working conditions will materially reduce the annual turnover. Salaries, however, cannot be increased to the point where the financial rewards will put all desirable high-school graduates in training. This can be done by lowering the cost of subsistence to normal-school students.

In Maryland the State provides room, board, laundry, books, tuition, and all other necessary expenses in the normal schools at a cost of one hundred dollars a year, and this sum is loaned to good prospects who do not have it.

Some States have tried to produce teachers by legislation, saying, that after some future date, teachers with less than a certain standard of training would not be employed. But when the time arrives and enough trained teachers have not been produced, the experiment ends by continuing the schools with the material available, and setting some new future date after which only trained teachers are to be employed, because it is better to have a school taught by the best candidate available than to have no school at all.

Although it is impossible to replace immediately the untrained teachers now in the service, a State can do much to raise its untrained teachers to a higher standard through adequate supervision, summer-school instruction, extension courses, and the like.

Successful department stores find that it pays to employ one supervisor for each fifteen to thirty clerks. In large telephone exchanges, one operator in eleven answers no calls but directs the other ten on duty. In good hospitals one nurse in seven attends no patients but directs the other six. Five bricklayers will lay more brick if one of them, rather than laying brick, directs the other four. The Maryland program calls for one supervisor for each forty teachers. The State supports extension courses, and all teachers with less than a normal-school education are required to attend summer school at least once in three years.

The problem of financial support is the perennial problem of school administration. In many school systems it takes so much of the superintendent's time that he has little left for anything else.

The States have thrown too much of the burden of school support on the local unit. Until the Federal government appropriates liberally for schools, a State should pay fifty per cent of the total current cost of education, and a part of the school appropriation should be distributed in inverse ratio to the wealth of the local units, so that the poorer units may have school facilities comparable to those in the more favored centers of wealth. A State should not give special help to poor local units until they have made as much effort as the wealthy units, but when a poor district has done this the State should make it possible for the poor unit to have schools comparable with those of the more favored centers of wealth. A State should make it possible for all local units to carry the minimum or required educational program with the average local school tax-rate. Any local tax levied in addition to the average rate for the State should be available for exceeding the prescribed program.

THOMAS E. FINEGAN, representing the National Education Association at the Pan-Pacific Educational Conference, caught by the camera holding a native of Hawaii. An ocean voyage and the charms of Hawaii have not lessened Dr. Finegan's interest in childhood, demonstrated by his significant achievement as State Superintendent of Public Instruction in Pennsylvania.

In Maryland, the wealthier counties have five times as much wealth as the poorest counties; they spend twice as much on each child, but have local tax-rates for schools only half as high as the poorest counties. The local tax-rate in the wealthy counties is about fifty cents on each one hundred dollars' actual valuation. In the poor counties it is approximately one dollar on the hundred. The average is about sixty-five cents. The Maryland program provides that any county which (with a sixty-five cent school tax) can not pay the higher salaries proposed (which shall not exceed seventy per cent of the current expenses, leaving at least thirty per cent of the budget for purposes other than teachers' salaries) may have enough from the State equalization fund to enable it to carry the program, and all money raised locally in excess of a sixty-five cent tax may be used to support a higher standard of school facilities than the State requires. This will place the poorer counties more nearly on equal terms with the wealthier ones.

But, a State program in education is not complete when it has analyzed the important problems confronting the schools and presented a comprehensive working plan of school improvement. It must also provide for acquainting the people of the State with the facts on which it is based and the improvements proposed so they can act intelligently on the issues involved. In Maryland we began formulating our program a year and a half ahead of the meeting of the General Assembly and began presenting it to the public a year ahead. Teachers' meetings have been held throughout the counties to discuss it, and it has been discussed in patrons' meetings, women's clubs, the League of Women Voters, the granges, and before all other groups where an interested audience could be secured. It was the topic for discussion at the recent high-school commencements, and will be presented to the State Press Association, with continuous newspaper publicity. An effort is being made to commit everybody, from the Governor down, to the support of the program in the coming session of the General Assembly. The old method was to take our needs to the Lord in prayer; the more modern way is to take them to the people with confidence.

Educated Dog—"Lay down, pup. Lay down. That's a good doggie. Lay down, I tell you."

"Mister, you'll have to say, 'Lie down.' He's a Boston terrier."—*Nashville Tennesseean.*

Professional Organization for Results

ARTHUR H. CHAMBERLAIN

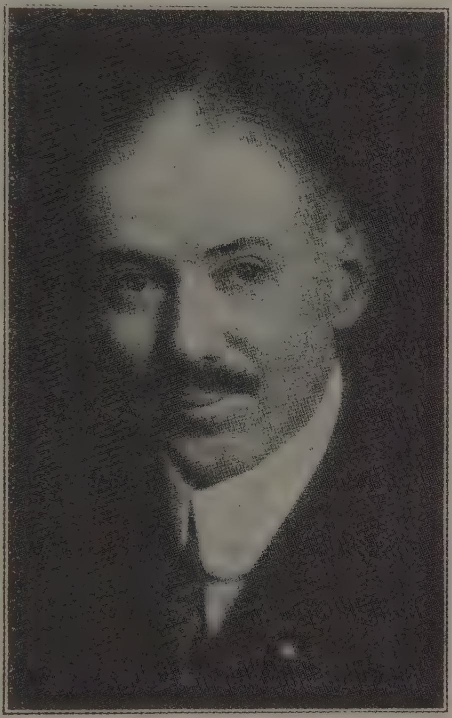
Executive Secretary, California Teachers' Association, San Francisco, California

GENERAL PARTICIPATION—The first requisite to the securing of results is gen- l participation by teachers in the ivities of their organization. Only teachers assume the responsibilities of mbership can adequate results be se- ed for society, the organization, or mselves. Teachers are beginning to lize that the enthusiasm and inspira- n that comes from numbers meeting ether is an important asset. They ther realize that in the matter of im- ved methods, more sensible selection textbooks and equipment, more ade- te salaries, and improved legislation, is the collective and cumulative in- ence that counts. Individuals may iate; numbers create public sentiment l public sentiment is the greatest re- t-getter in the world. All progressive ool people, whether administrators or ssroom teachers, should see clearly advantage and necessity of meeting n a *common ground* for the discus- n of *common problems* looking toward *ommon good.*

Working Harmony — The second uisite to the securing of results is a rking harmony. Results are possible y when the individual members, the ious committees or group elements integrated and function as the parts a machine or the several departments a successful business enterprise. This tement does not carry with it the im- cation that all must think alike, but does mean that all must be intellect- ly honest and reach agreement in entials. Individual differences must subservient to larger community in- ests. Schools, children, education st be considered, rather than special erests or persons representing special es of schools or special subjects.

Sound Financial Policy—In order t substantial results may be secured m professional organization, the same nciples that are in force in the world sound business must be made to apply organization for purposes educational. the business world it is less a question what the thing will cost than it is of returns to be secured on the invest- nt. Any organization of teachers to a success must be backed by a business- , as well as by a professional admin- ation. Unless the association is properly financed, results are slow, partial, and inadequate.

Central Office and Executive Head—There must be an executive head, charged not alone with the responsibility of carrying out the mandates of the association, but with powers of initiation of plans and policies. This central office should serve as a clearing-house for all groups of teachers; should assist local officers in making up programs; should provide for reference, magazines, books, and educational literature generally; and should issue bulletins of interest to the members. The office must be in constant touch, not alone with the officers and members of the organization, but also with State school officials.



ARTHUR H. CHAMBERLAIN, the author of this article, as secretary of the California Association, which is affiliated with the National Education Association, has had an important part in educational progress in California and in the movement for permanent secretaries for State associations.

The Executive Secretary must, when occasion demands, carry forward a campaign of education with members of the legislature, with the newspapers of the State, with the citizens, and with clubs and organizations generally. The office must keep in close touch through correspondence, study and investigation, visits and speaking engagements, with the forward movements in education, both within and without the State. All of this requires an adequate staff of competent men and women. The activities are centralized still further when, as in California, there is maintained a Statewide Teachers' Registration and Placement Bureau and an official magazine.

An Official Magazine—There should be an official journal. This should be edited by or under the direction of the executive officer of the Association. This journal, placed in the hands of each member of the Association, without charge other than covered by the membership fee, serves as the channel of communication, uniting all parts of the State. Full attention must be given to matters of local and State interest, but the magazine must be more than a local news bulletin. Educational principles, rather than personalities, must be featured. The editors of this magazine, by culling the best from the publications issued in all parts of the country, may keep readers in touch with National movements. One point must be made clear. The educational magazine such as we are here discussing, is the official mouthpiece, not *by adoption* or selection, but *by ownership.* To be of the greatest value the magazine must be owned and controlled by the teachers themselves. It thus becomes an integral part of the organization. While dedicated to the promotion of clear-cut policies and well-defined principles and reflecting as an open forum the views of the organization, the magazine must carry to the readers the unbiased views and personal opinion fearlessly expressed of those charged with its editorial policy. Edited otherwise, the magazine degenerates into a colorless and space-filling sheet.

Some Tangible Results—Under such an organization results are certain. Much has been done in the past. Teachers' pensions and retirement salary laws in a number of States owe their existence primarily to the work and influence of teachers' organizations. Security of tenure, wherever enforced, has been brought about largely through the efforts of organization. Sentiment for a limited class enrolment, the development of the kindergarten, higher requirements and standards for teachers, increase in the compulsory-school age, free textbooks, types of vocational education, increased funds for schools and for teachers' salaries—these and other forward movements have found expression through professional organization. Everywhere the force of numbers and unity of action have been the most convincing arguments to legislature or school board.

There has recently been carried to success in California, largely through the united efforts of the organized educational forces, working in complete cooperation with the State education department, the most comprehensive and far-reaching educational program ever enacted in any State. This program was made the subject of study and discussion through committee reports, the official journal, and conferences throughout the State. Emphasis was placed upon important measures only, the organization standing for principles involved rather than for details. Chief among these measures were increased moneys for schools; the improvement of teacher-training facilities and development of the normal schools into teachers' colleges; development of the school of education at the State university and more liberal financing of higher education; creation of a system of regional junior colleges; and improved teachers' retirement salary law and tenure for teachers.

Our constitutional amendment number sixteen, providing equal educational opportunity for every boy and girl in the State, city and country alike, was carried directly to the people by an initiative proposal, and passed by an overwhelming vote. The State Teachers' Association was responsible for this measure, and financed and directed the campaign. Money is now collected *where the wealth is* and distributed *where the children are.* Emphasis was placed upon financing education, rather than upon increasing teachers' salaries, but no school is so far removed that any teacher need receive a salary less than $1200.

These results in California and other States are ample evidence of the advantages of professional organization with *service* as the watchword. The organized educational forces of America, working locally in the States and as a great National body, can, with unity of purpose and under wise leadership, accomplish all reasonable ends to which they may set themselves.

Ethics for Teachers[1]

1. A teacher[2] should actively affiliate with professional organizations of teachers and should become acquainted with the proceedings of the State associations. (The principal professional organizations for classroom teachers are the National Education Association, the Michigan State Teachers' Association, the Schoolmasters' Club, and certain county and local organizations. School authorities should encourage active participation in certain of these organizations by all teachers.)

2. A clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract unjust and humiliating in form. (A teacher should ask such questions as:

a. Does the contract provide sufficient salary as indicated in Article 3?

b. What provision is made for terminating this contract? Is this provision fair to both teacher and board of education?

c. Does the contract cover the essential items as defined by the Superintendent of Public Instruction? See School Law, revision of 1919, p. 281.)

3. It is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months. (According to the resolutions of the Michigan State Teachers' Association in Grand Rapids, 1920, the minimum salary for any teacher should be sufficient to cover living expenses for twelve months, plus three hundred dollars for savings. To determine living expenses for twelve months, the cost of board, room, laundry, and street-car fare, in the community where the teacher is employed, should be taken as representing fifty-two and one-half percent of the total living expenses for the year.)

4. It is unprofessional for a teacher to resign unless his contract provides for release on giving of proper notice.

5. It is unprofessional for a teacher to underbid knowingly a rival in order to secure a position. It is expected tha a teacher will verify a rumor of a vacancy before filing an application. In a graded school, application should be filed with the superintendent.

6. It is unprofessional for a teacher to tutor pupils of his own classes for remuneration except by special permission of the school authorities.

7. It is unprofessional for a teacher to absent himself from school or to call in or allow the use of a substitute except for serious illness or for other grave reasons.

8. It is unprofessional for a teacher to measure his duties and responsibilities to the pupils, or to the school, or to the community, in terms of financial rewards.

9. Since teachers are rightly regarded as examples to pupils, a teacher should so conduct himself that no just reproach may be brought against him. Where liberty of conscience is not concerned, a teacher should stand ready to make personal sacrifice, because of the prejudices of a community.

10. It is unprofessional for a superintendent or other school officer to offer a position to a teacher under contract without first determining the willingness of the teacher's employer to grant a release.

11. It is unprofessional for a superintendent to refuse to aid a successful teacher to secure worthy promotion within his own or another school system. (It is the opinion of the Committee on Professional Ethics that the surest way to attract and retain superior men and women in the teaching profession, is for superintendents to aid such teachers in the securing of worthy promotions within their own or another school system.)

12. It is unprofessional for teachers to criticise co-laborers or predecessors in the presence of pupils or patrons. Such procedure tends to injure the school and to weaken the confidence in which the work of teachers is held by the public.

13. Teachers should be ready at all times to assist one another by giving information, counsel and advice, and by such services and acts as teachers can perform without detriment to themselves or their work. Such reasonable service should be regarded as a professional duty for which remuneration beyond actual expenses should not be accepted.

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[1] Report of the committee on professional ethics of the Michigan State Teachers' Association.

[2] The term "teacher" as used in this Code shall include all persons employed in teaching, and all superintendents, supervisors, principals, special teachers, and county commissioners of schools.

Pennsylvania State Education Association

JAMES H. KELLEY

Executive Secretary, Pennsylvania State Education Association, Harrisburg, Pennsylvania

IN DECEMBER, 1920, at the annual meeting of the Pennsylvania State Education Association in Harrisburg, the Association reorganized itself by adopting a new constitution. This instrument created a democratic organization with a representative form of government.

In January, 1921, the Executive Council elected the Trustees of the Permanent Fund, a Treasurer, and an Executive Secretary on full time, and during the same month a committee of the Executive Council and the Executive Secretary purchased the Pennsylvania School Journal, the official organ of the Association and of the Department of Public Instruction. On March 1, headquarters were opened in Harrisburg.

The control of the Association is in the hands of the active and life members who group themselves in 262 local branches, composed of legally constituted county and district teachers' institutes, State normal schools, colleges, and schools of education. Each local branch elects one delegate or more on the basis of one for each hundred members of major portion thereof to the House of Delegates, which meets regularly once a year. The members assemble for the annual meeting by departments, where each department elects a delegate to the House of Delegates. These two classes of delegates with one delegate from the State Department of Public Instruction compose the House of Delegates, which initiates general policies, conducts the annual business meeting and elects the President, the Second Vice-President, a Committee on Legislation, and a Committee on Resolutions.

The Executive Council is composed of the President, the First Vice-President, who is the retiring President, the State Superintendent of Public Instruction, and the chairmen of the nine departments—(1) County Superintendence, (2) District Superintendence, (3) College and Teacher-Training School, (4) High School, (5) Graded School, (6) Rural School, (7) Vocational Education and Practical Arts, (8) Music, and (9) Supervising Principals.

The Executive Council carries out the plans and the policies adopted by the House of Delegates and recognizes for affiliation various round tables for the consideration of special phases of study such as Americanization Round Table, Child Hygiene Round Table, Geography Teachers' Round Table, Penmanship Teachers' Round Table, Kindergarten Round Table, School Patrons' Association.

The membership in the Association is now 35,000 out of a possible membership of 45,000 teachers in the State. The annual dues are one dollar. The paid circulation of the Pennsylvania School Journal is 38,568 but the first number under the new regime, Vol. 70, No. 1, was published in an edition of 50,000 and a copy was sent to every teacher in the State, to the secretary of each of the 2,600 school boards, to a goodly list of prospective exchanges, and to a widely scattered list of miscellaneous subscribers.

The Association actively supported the legislative program of Dr. Thomas E. Finegan, State Superintendent of Public Instruction, and assisted him in securing the passage by the 1921 legislature of seventy-two educational bills, sixty of which were signed by Governor William C. Sproul. The outstanding features of these bills may be briefly summarized as follows:

1. Standard for elementary teachers—two years of normal-school training above a four-year high-school course.
2. Standard for high-school teachers—college graduation.
3. A minimum salary law which will guarantee to persons entering the profession compensation comparable to what is offered in other vocations.
4. Longer school term.
5. Recognizes by law the professional status of the superintendent.
6. Consolidation of rural schools.
7. One State Council of Education composed of business men and women instead of two Boards composed entirely of school men.
8. Establishment and support of kindergartens.
9. Equitable apportionment of State funds for education.
10. Justice to the superannuated teacher in retirement allowances.

The past two years the State has contributed twenty-four million dollars to public education. To carry out the program which the legislature has approved will require an increase of twelve million dollars, or thirty-six million dollars for the next two years.

Already our Commission on Professional Ethics has made an investigation on the invitation of three members of a board of education of the ethics of the action of a majority of the board in changing textbooks without the recommendation of the superintendent.

While the present year is one of unusual achievement, we have much yet to do and have outlined a possible program of action as follows:

1. To lower the compulsory school age.
2. To perfect the Teachers' Retirement Act.
3. To secure a sane tenure bill.
4. To secure better teaching conditions.
5. To promote democratic control in selecting textbooks and in school administration.
6. To recruit the profession of teaching.
7. To change our fourteen State normal schools into State teachers' colleges.

In order to accomplish our program, we are inviting every teacher in the State to unite with the Association, so as to give us the benefit of our total group strength. The principles underlying our Association are:

1. Our purpose is the public good, the welfare of the child, not the personal interests of our members.
2. Our program should be broad enough to warrant and enlist the support of every reputable person engaged in teaching.
3. We affiliate only with the National Education Association; we avoid all entangling alliances.
4. We use no coercion, no threats. Our only campaigns are publicity campaigns in the interest of public education.
5. We regard each teacher as a commissioned officer of the State, a part of the body politic.
6. We stand for unity of effort and collective responsibility, for the teaching forces, the supervising forces, and the administrative forces, and invite all to work in harmony for the common good of all.

The Journal *of the*
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President, Charl Ormond Williams
Secretary, J. W. Crabtree

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

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Limitation of Armaments

THE EVENTS of the war and of the peace conference were dominant subjects of discussion and study in every American classroom during the momentous years, 1917, 1918, and 1919. With the same eager interest, we believe, teachers and pupils throughout the land will watch the proceedings of the Conference on the Limitation of Armaments.

The United States entered the world war with two clear-cut objectives. One was to save free institutions and prove the principle of democracy in government The other was to make forever impossible another such war. With the victory of the allied cause, the first of these objectives was attained; but it was fairly clear then and it has become increasingly apparent since the peace conference that the prevention of future war will be as essential to the safety of free institutions as was the defeat of the Central Powers. It is, indeed, pretty generally agreed that another war on anything approaching the scale of the recent conflict would spell annihilation, not only to democracy, but to civilization itself.

From this point of view, the economic saving that would be involved in a widespread policy of limitation of armament, important and appealing as it is, becomes after all a matter of secondary importance. Even assuming that through wars in the past principles were established that could not at the time have been established at any smaller cost, it is clear that the permanence of these very principles now demands a cessation of war. The intelligence that has made war so destructive must now be directed to the far more difficult task of making it unnecessary.

Physically and economically, the civilized nations are today a unit. Therein lies the peril of another war—for so intricate and thoroughgoing has physical and economic interdependence become that even a remote and apparently trivial quarrel may easily upset the equilibrium. There is but one way out of the difficulty—the unity brought about by economic forces must be complemented by a unity that rests upon spiritual and moral bonds. A world of common needs must become in some measure a world of common ideals and common standards.

A reduction in armaments through the voluntary co-operation of the victorious powers is the first obvious step toward this end. The possibility of such a reduction is greatly increased by the popular demand in all countries for a lightening of the tax-burden. It should be further increased by the clear fact that the democratic peoples now need fear only one another. A reduction in armaments would mean first of all a reduction of mutual distrust.

Upon the initial basis thus provided, the positive work of bringing the civilized peoples together in a more fundamental and thoroughgoing way could proceed with every promise of ultimate success. This does not mean the development of a super-state, but it does mean a world community of ideals and standards. Education can bring about this integration on a permanent basis and without the erection of a super-state. If any other program can ever conceivably do as much, it has not yet been set forth. The sooner the Conference on the Limitation of Armaments is followed by an international conference on education, the better it will be for the peace of the world.

State Associations

THE GROWING strength of State education associations is one of the hopeful signs of educational progress. The practice of employing paid full-time secretaries for State associations is spreading rapidly. The States which have had such secretaries have made the greatest progress in education and there is every evidence that within a few years no State will be without such a full-time representative of the professional interests of its teachers. The opportunity in a well-organized State association is such as to command the services of the most capable leaders in the profession. The two articles in this number of THE JOURNAL by secretaries of two of the largest and strongest State associations foreshadow the progress which may be made throughout the Nation when every State has come to realize the value of a strong association. The ideal is a complete enlistment of the profession in local, State, and National associations.

The Continued Shortage of Trained Teachers

IS THERE a teacher shortage today? There is only one answer to this question. There is still an appalling lack of trained teachers throughout the country. There is grave danger to the teaching profession and to the cause of education in the statements loosely made in some quarters that there is a surplus of teachers and that salaries should be lowered. There may be in certain quarters a surplus of people who want to teach school. Many persons out of employment due to the economic depression are seeking teaching positions. Some of these persons, who temporarily gave up teaching during the war, are qualified teachers. But making liberal allowance for this group, there are tens of thousands of applicants seeking positions in the schools who have neither the personal nor professional qualifications to train children. To admit such teachers to have charge of growing young life is a crime against the childhood of the Nation. It must not be tolerated. The false cry that there is no teacher shortage must not go unchallenged.

The fatherhood and motherhood of America must be awakened to understand the menace of the untrained teacher. American wealth is able to pay adequate salaries for competent teaching service. The public will gladly pay the bills when it appreciates the gain from reasonable investment in good schools. The facts contained in the report of the Association's committee on salaries published in this issue and similar facts collected by local and State associations must be brought to the attention of school boards, city councils, and the public. Great emphasis must be placed on the fact that better teachers will come only as better salaries are rovided and that it would be a National misfortune to reduce salaries which are already far too low to pay or adequate scholarship and professional reparation.

International Education Association

IN VIEW of the new interest in education, evident in every nation of he civilized world, the report of the Committee on Foreign Relations at Des Moines and the action of the Representative Assembly which came in consequence of that report are especially significant. There is no surer guarantee of world peace and just international relations than the common friendships and ideals which are fostered by such international congresses and associations as those proposed by Superintendent Studebaker, of Des Moines, and heartily and unanimously adopted by the Representative Assembly in the following preamble and resolution:

Whereas, the nations of the world are today bound together in interdependent relationships by irrevocable economic and commercial conditions, and

FRANK PIERREPONT GRAVES, who on September 10, 1921, became State Commissioner of Education, Albany, New York. Dr. Graves was recently dean of the school of education of the University of Pennsylvania. He joined the National Education Association in 1908 and in his new office becomes an ex-officio member of the Representative Assembly.

HOMER H. SEERLEY, president of the National Council of Education 1920-21 and 1921-22. Dr. Seerley, who has been a member of the association since 1889, is president of the Iowa State Teachers' College, Cedar Falls, Iowa.

Whereas, the inevitable future competition among nations for economic prosperity or supremacy will undoubtedly tend to incite increasing international friction and possibly throw the world again into a merciless and devastating war, and

Whereas, the peace of the world is dependent upon international goodwill and friendship founded upon accurate, scientific, and universal understanding, and

Whereas, a common understanding among the nations is possible only through certain commonly accepted international educational purposes and plans:

Be it resolved, therefore, that the Representative Assembly of the National Education Association, assembled in Des Moines, Iowa, July 8, 1921, request the President of the Association to employ such means as may be effective for the purpose of organizing an International Congress of Education, in accordance with the recommendation of the Committee on Foreign Relations, to be held in the United States of America in 1923, and that the President also inaugurate a plan whereby we may receive in this Representative Assembly at its annual meeting in 1922 a report of the committee indicating what may be done with reference to the organization of an International Education Association.

Shall Education Be Submerged?

THE ARGUMENT has recently been advanced by some who favor the creation of a Department of Public Welfare, which shall include education as one of its subdivisions, that conceding that education is of the highest importance to the Nation, nevertheless, it should be placed in a subordinate position in order to keep it out of politics and give it greater permanency of management. Since the heads of bureaus are appointed by the President, and are under the direction of Cabinet officers also appointed by the President, the fallacy of such an argument is apparent. Experience has demonstrated that a President is frequently less careful in the selection of subordinate officers than in the selection of Cabinet members, and that it is impossible to secure as high a type of leadership and ability for the head of a subordinate division as can be obtained for a Cabinet position. Recent experiences emphasize the fact that there is no greater permanency in a subordinate position than in the Cabinet.

The friends of education insist that in order to keep education free from partisan politics the educational leader of the Nation should hold such an outstanding position as would command public attention, and that he should be under no one but the President. They want the responsibility for educational leadership clearly defined, definitely located, and subordinated to no other person or interest. They hold that education is so highly esteemed by the people that no president would dare to appoint a mere politician at the head of the Department of Education. They point out that experience has demonstrated that education in State and Nation must be kept free from other interests and influences, and that to subordinate education is to make real educational leadership impossible and to make possible the perversion of education to selfish interests.

Ethics for Teachers

ONE of the corner stones of any profession is the code of standards set by its members for their conduct toward the public and toward one another. It is therefore an evidence of growing professional consciousness that various educational associations are seeking to define, codify, and enforce standards of professional ethics for their members. It is peculiarly the province of professional associations to lead the way in this important work. Respect for the profession rises directly in proportion as high standards are established and enforced by intelligent public sentiment within the professional ranks. Teaching recruits such large numbers of new workers each year that constant vigilance on the part of practising teachers, teacher-training schools, educational journals, and associations of teachers is necessary to initiate the new element into professional traditions and standards. Page 92 of the May, 1921, number of this Journal gave the code of ethics adopted by the Pennsylvania Association. Elsewhere in this issue is published the work of the Michigan Association in the same field.

The Disorder in West Virginia

THE RECENT uprising in the mining district of West Virginia has been a source of regret to all lovers of peace and good order. It reflects discredit not only upon the State of West Virginia but upon the Nation. It has drawn widespread editorial comment. Various reasons are given for the difficulty, but most of the editorials agree that the trouble had its foundations in illiteracy and ignorance and the practices which thrive in communities where a high level of intelligence is inadequately appreciated. The West Virginia situation is one more evidence of the primary importance of intelligent respect for laws wisely enacted. Good laws and respect for them depend directly upon the education of all the people, the management of which is primarily a State function but for whose promotion in all the States the Nation cannot escape its share of responsibility.

West Virginia has made commendable progress educationally during recent years. The devoted work of her school people deserves the encouragement which reasonable State and National aid would furnish—an incentive to peaceful prosperity which no show of force could so easily or cheaply provide. The equalization of educational opportunity through National aid, supplemented by State aid, should within a generation make impossible in America such a tragedy as this.

EDUCATIONAL ADVANCE

The Antioch Idea—Under this head in *The Nation* for September 7, 1921, Dickinson S. Miller has an account of the reorganization of Antioch College, Yellow Springs, Ohio, by Arthur E. Morgan, a well-known engineer, who has become its president. In brief the plan is to enable students to produce as they learn. There is to be a factory building on the campus housing a number of small industries. The student will alternate five weeks at school with five weeks at work through an entire course of six years which will include three years of academic work. It is the aim of the college to prepare men for "supreme administrative positions."

Health Education will be given a new impetus by the new School of Public Health which is being conducted jointly by Harvard University and the Massachusetts Institute of Technology. The school will give special instruction in health education to teachers, school nurses, directors of physical education, and public health workers generally.

ARTHUR L. MARSH, who on July 1, 1921, joined the goodly and increasing company of professional secretaries of State associations by becoming executive secretary of the Washington Education Association, which is affiliated with the National Education Association.

Alabama—C. B. Glenn, former assistant superintendent, has been chosen to succeed Dr. J. H. Phillips, superintendent of Birmingham schools, whose death occurred July 21, 1921.

California—A striking tribute has been paid by the people to the peoples' library by the referendum vote with which Los Angeles approved a bond issue of two and a half millions for its library building, with sixty-three thousand votes, while the pet project of harbor development received but fifty-six thousand votes and other proposals for bond issues were rejected.

Colorado—The Colorado Education Association will meet in three divisions during the week of October 17, at Grand Junction, Pueblo, and Denver. The list of speakers includes Thomas Nelson Page, Aurelia Henry Reinhardt, William C. Bagley, and Will C. Wood.

Delaware—The Delaware State Teachers' Association will meet at Dover on November 11 and 12. Among the speakers announced for the meeting are Mabel Carney and William H. Kilpatrick of Teachers College, Columbia University; Florence E. Bamberger of Johns Hopkins University and President Walter Hullihen of the University of Delaware.

Iowa—The sixty-seventh annual convention of the Iowa Teachers Association will meet in Des Moines November 3, 4, and 5. An attractive program has been provided. Among the speakers are Cora Wilson Stewart and Livingston Lord.

Michigan—The recent Michigan legislature passed laws which constitute a notable educational program. Districts are empowered to build homes for teachers. The limit of high-school tuition which may be paid by district is advanced to sixty dollars per year. Consolidation of rural schools is simplified.

JASPER L. McBRIEN, who as school extension specialist in the United States Bureau of Education since 1913 has earned for himself a place of unique National leadership in the movement for adequate rural education, leaves the Bureau on October 1 to become head of the department of rural education in the Indiana State Normal School at Terre Haute, where he will have an opportunity to do intensively the work for rural life which for eight years he has done extensively. Mr. McBrien's leaving is a severe loss to the Bureau of Education.

State aid of four hundred dollars per vehicle and one thousand dollars per school is provided to promote consolidation. School officers are given the right to raise money by taxation to place schoolhouses in a safe and sanitary condition. A requirement is established that by 1925 teachers entering the profession must have one year of professional training beyond high school. State aid of two hundred dollars for maintaining nine months of school is provided under certain conditions.

The establishment by the Board of Regents of the School of Education at the University of Michigan on July 1, 1921, has evoked favorable comment from educational leaders throughout the country. It is one of many evidences of the reawakening interest in the professional raining of teachers.

New York—The New York State Teachers' Association, which was organized in 1845, will meet in Buffalo, November 21, 22, and 23. Membership in the association increased last year from nine thousand to fifteen thousand. Twenty-five thousand is the goal set for next year. Richard A. Searing is secretary.

Pennsylvania—William Rowan has been elected president of the Philadelphia board of education to succeed Simon Gratz, who has resigned from the board.

South Dakota—The thirty-ninth annual session of the South Dakota Education Association will meet at Huron November 21, 22, and 23. The slogan of the meeting is *Stabilizing the Profession.* Among the leading speakers are President Lotus D. Coffman, of the University of Minnesota; President Aurelia Henry Reinhardt of Mills College, Oakland, California; Lee L. Driver, Director of Rural Education for the State of Pennsylvania; and Hugh S. Magill, Field Secretary of the National Education Association.

The two weeks' summer school for rural pastors was a notable feature of the summer session of the teachers' college at Aberdeen, of which Harold W. Foght is president.

Texas—The Texas State Teachers' Association will meet at Dallas on November 24, 25, and 26. Rural Education as a State Problem will be the central theme of the meeting. Among the speakers announced are Charl O. Williams, President of the National Education; C. A. Prosser, of Dunwoody Institute, Minneapolis; T. N. Jones, lawyer, Tyler, Texas, and John R. Bell of the Colorado State Teachers College at Greeley. The September number of the *Texas Outlook* reports that the enrolment in the State Association is one hundred and fifteen per cent ahead of last year. R. T. Ellis, of Fort Worth, is secretary.

NOTES *and* ANNOUNCEMENTS

The National Education Association and the American Legion, with the coöperation of several other National organizations, have agreed upon December 4 to 10 inclusive as *Education Week,* to be observed throughout the United States for awakening an increased public interest in education. Details and suggestions will be published in the November JOURNAL.

Department of Superintendence—Plans are well under way for the meeting of the Department in Chicago, February 27 to March 2d, inclusive. A strong program is being prepared and will be published in an early issue of the JOURNAL.

The past correspondence of officers of the National Education Association, which contains much interesting historical matter, is being arranged at headquarters and is to be bound into volumes for permanent preservation. It will thus be made available for use by students of the history of education.

The volume of Proceedings is now being printed at the Chicago University Press. The present plan is to have the bound volumes ready for distribution during October. It is believed that the disadvantage of collecting and editing a large mass of material during a short period of time will be offset by the advantage of having the volume in circulation for use by speakers at the fall meetings of teachers' associations and in classes in teacher-training institutions.

A second multograph has been purchased for use at headquarters. One of the machines is now used for regular multograph work. The other, with a printing attachment, is being used as a printing press, which will reduce the cost of printing the Association's circulars about sixty per cent. The record performance of the two machines for one day is forty-seven thousand circulars.

The Institute of International Education has issued a guidebook for foreign students in the United States. While the book is written especially for foreign students, it gives a bird's-eye view of the American educational system which will be useful to American students. The emphasis is primarily on higher education. The headquarters of the institute are at 419 West 117th Street, New York, N. Y.

Know and Help Your Schools—This is the third report covering the investigations of the National Committee for Chamber of Commerce Coöperation with Public Schools and the American City Bureau. A copy of this report should be in the hands of every urban school officer. It contains important facts relating to boards of education and the receipts and expenditures in schools in cities of eight thousand population or more. The report is comprehensive and maintains the high standard of excellence established by its predecessors.

The publication in this issue of the JOURNAL of a selected list of books from *The Booklist* of the American Library Association is especially fitting in view of the fact that the joint meeting of the Library Department and the National Council of Teachers of English in session at Des Moines endorsed *The Booklist* and urged that it be used by all English classes and kept upon the reading tables of all high schools. *The Booklist* is a guide to the best new books, compiled by experts in coöperation with the book-selecting departments of leading libraries and published by the American Library Association to encourage the purchase and use of the best literature. *The Booklist* contains about two hundred entries each month, giving all classes of books for both children and adults. It contains a special list for the small libraries and another for the school library. It is seventeen years old and is already in five thousand libraries, but it deserves to be more widely known. It is disinterested public service and is not published for financial gain.

JAMES HERBERT KELLEY, Executive Secretary of the Pennsylvania State Education Association since March 1, 1921. The Pennsylvania Association, whose membership promises to exceed 40,000, is affiliated with the National Education Association. Before taking up his present work Dr. Kelley was director of university extension and professor of education in the University of Pittsburgh. His article on the Pennsylvania Association (page 141) shows what may be achieved through the cooperation of a strong State educational executive and an active State association.

Secretaries of State Associations

ALABAMA, H. G. Dowling, *Alabama Education Association,* Cullman.
ARIZONA, Dorothy I. Gregg, *Arizona State Teachers' Association,* Bisbee.
ARKANSAS, Irene Jones, *Arkansas Educational Association,* Leslie.
*CALIFORNIA, Arthur H. Chamberlain, *California State Teachers' Association,* Flood Building, San Francisco.
COLORADO, H. B. Smith, *Colorado Education Association,* 532 Commonwealth Building, Denver.
CONNECTICUT, Samuel P. Willard, *Connecticut State Teachers' Association,* Colchester.
DELAWARE, Agnes Snyder, *Delaware State Teachers' Association,* Women's College, Newark.
DISTRICT OF COLUMBIA, Adelaide Davis, *Education Association of the District of Columbia,* Seward Apartment, Washington.
FLORIDA, R. L. Turner, *Florida Educational Association,* Tallahassee.
GEORGIA, H. D. Meyers, *Georgia Educational Association,* Athens.
IDAHO, Lucy B. Morton, *Idaho State Teachers' Association,* Shelley.
*ILLINOIS, Robert C. Moore, *Illinois State Teachers' Association,* Carlinville.
INDIANA, Charles O. Williams, *Indiana State Teachers' Association,* County Superintendent of Schools, Richmond.
*IOWA, Charles F. Pye, *Iowa State Teachers' Association,* 407 Youngerman Block, Des Moines.
*KANSAS, F. L. Pinet, *Kansas State Teachers' Association,* 923 Kansas Avenue, Topeka.
KENTUCKY, R. E. Williams, *Kentucky Education Association,* 4518 Southern Parkway, Louisville.
LOUISIANA, L. J. Alleman, *Louisiana Publi School Teachers' Association,* State Normal School, Natchitoches.
MAINE, Adelbert W. Gordon, *Maine Teachers' Association,* Augusta.
MARYLAND, Hugh W. Caldwell, *Marylan State Teachers' Association,* Elkton.
MASSACHUSETTS, Ernst Makechnie, *Massachusetts Teachers' Federation,* 238 Elm Street, West Somerville.
MICHIGAN, John P. Everett, *Michigan Stat Teachers' Association,* Western State Normal, Kalamazoo.
*MINNESOTA, C. G. Schulz, *Minnesota Educational Association,* 1661 Portland Avenue, St. Paul.
*MISSISSIPPI, W. N. Taylor, *Mississippi State Teachers' Association,* State Department of Education, Jackson.
*MISSOURI, E. M. Carter, *Missouri State Teachers' Association,* Columbia.
MONTANA, [selection to be made to fill vacancy left by resignation] *Montana State Teachers' Association,* Lewistown.
NEBRASKA, H. O. Sutton, *Nebraska State Teachers' Association,* State Normal School, Kearney.
NEVADA, E. Otis Vaughan, *Nevada State Teachers' Association,* Reno.
NEW HAMPSHIRE, Caroline E. Head, *New Hampshire State Teachers' Association,* 97 Liberty Street, Manchester.
NEW JERSEY, Henry J. Neal, *New Jersey State Teachers' Association,* Collingswood.
NEW MEXICO, John Milne, *New Mexico Educational Association,* Albuquerque.
*NEW YORK, Richard A. Searing, *New York State Teachers' Association,* 617 North Goodman Street, Rochester.
NORTH CAROLINA, A. T. Allen, *North Carolina Teachers' Assembly,* Raleigh.
NORTH DAKOTA, W. E. Parsons, *North Dakota State Teachers' Association,* County Superintendent of Schools, Bismarck.
OHIO, Frank E. Reynolds, *Ohio State Teachers' Association,* Superintendent of Schools, West Park.
*OKLAHOMA, M. A. Nash, *Oklahoma State Teachers' Association,* Room 401, State Capitol, Oklahoma City.
OREGON, E. D. Ressler, *Oregon State Teachers' Association,* Corvallis.
*PENNSYLVANIA, James Herbert Kelley, *Pennsylvania State Education Association,* 10 South Market Square, Harrisburg.
RHODE ISLAND, *Rhode Island State Teachers' Association,* Providence.
SOUTH CAROLINA, R. C. Burts, *South Carolina State Teachers' Association,* Rock Hill.
SOUTH DAKOTA, Professot A. H. Seymour, *South Dakota Education Association,* N. N. & I. S., Aberdeen.
TENNESSEE, P. L. Harned, *Tennessee State Association of Teachers,* Clarksville.
*TEXAS, R. T. Ellis, *Texas State Teachers' Association,* 2938 Lipscomb Street, Fort Worth.
UTAH, J. Challen Smith, *Utah Educational Association,* 968 Lake St., Salt Lake City.
VERMONT, Florence Wellman, *Vermont State Teachers' Association,* Brattleboro.
*VIRGINIA, Wm. T. Sanger, *Virginia State Teachers' Association,* 312 Lyric Building, Richmond.
*WASHINGTON, Arthur L. Marsh, *Washington Education Association,* 705 Lowman Building, Seattle.
WEST VIRGINIA, W. W. Trent, *West Virginia Education Association,* Elkins.
WISCONSIN, M. A. Bussewitz, *Wisconsin Teachers' Association,* State Normal School, Milwaukee.
WYOMING, L. C. Tidball, *Wyoming State Teachers' Association,* Commissioner of Education, Cheyenne.

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*Indicates that a salaried secretary is employed who devotes all of his time to the work of the Association. Corrections in this list will be welcome.

GUIDE TO NEW BOOKS

Titles and Notes Selected from the Monthly *Booklist* of the American Library Association, 78 East Washington Street, Chicago, Illinois

BALDWIN, SIMEON EBEN. The young man and the law. N. Y. Macmillan, 1920. 160 p. $1.50.

A clear explanation of the advantages and he disadvantages of the profession, the peronal, and educational requirements for it. Useful to high school or college students lanning a career. By a professor of law t Yale.

BOGART, ERNEST LUDLOW. War costs and their financing (Problems of war and of reconstruction). N. Y. Appleton, 1921. 509 p. $3.

The problem of financing the war and the fter-war problems of debt and taxation are learly and broadly set forth—giving special mphasis to the experience of the United tates, her present financial primacy of the world and her relation to the financial reabilitation of Europe. Not so statistical a tudy as author's earlier work (*Booklist*, 5:346, Je 19) from which, however, he has rawn some statistical data for the present ook. It brings together much scattered inormation.

BONSER, FREDERICK GORDON. The elementary school curriculum. N. Y. Macmillan, 1921. 466 p. $2.20.

olding out the ideal of an elementary ourse based on the activities of child life ather than on set "subjects" for study, but lso recognizing the practical difficulty of utting such a course into effect at once in ny public school. Both theory and practice f all the elementary subjects are given. ess readable though more sweeping in surey than Wells (p. 334) which is a good pplication text for certain of this author's rinciples. Index. For reading circles or ormal student text.

CLARK, THOMAS ARKLE. Discipline and the derelict. N. Y. Macmillan, 1921. 203 p. $1.50.

Provocative little chapters of inside inormation about the cribber, the politician, e athlete, the loafer, the fusser, the youngst son and the worker at college. Written y the dean of men at the University of llinois. Parents and instructors will read hese for their understanding of young peole and college students themselves will find any new thoughts in them. Especially ineresting is the chapter on the man who ust work his way through school. In this e author deplores the necessity of carryg two burdens at once, and shows the daners to character, to cultural development nd health.

EDWARDS, AUSTIN SOUTHWICK. The fundamental principles of learning and study. Balt. Warwick, 1920. 239 p. illus. $1.80.

Valuable as an adult student's guide to ffective habit formation in study, or as an ntrained teacher's first book of pedagogic rinciples. Bibliography (4½ p.). Index.

GRISCOM, ELLWOOD, JR. Americanization. N. Y. Macmillan, 1920. 255 p. illus. $1.

A school reader and speaker containing selections from such diverse Americans as Lyman Abbott and Laurette Taylor, as well as many others, past and present. Selections are grouped under the headings: Foundation stones; The flag; Great names in American history; Incentives to patriotism, and Present-day problems. Full table of contents, no index. Not so full, comprehensive, nor so well arranged as Bennett (*Booklist*, 17:290, My-Je 21).

HILL, DAVID SPENCE. Introduction to vocational education; with an introduction by M. V. O'Shea. N. Y. Macmillan, 1920. 483 p. $1.60.

A thorough survey of the theory, methods and organization of vocational education below college grade. Arranged as a student text to be used by special instructors, but so profusely supplied with bibliographies and data that it is an excellent reference for anyone considering the functions of public education. Has appended Smith-Hughes and Smith-Sears acts. Index.

HOYER, RAYMOND A., *comp.* Games for play institutes, conducted by Recreation committee, Community council, Louisville, Ky. 61 Kenyon bldg., Louisville, Ky., Community council, 1921. 28 p. Paper, 35c.

The particular care has been to select games which can be played with very little equipment and which can be used with adults indoors or outdoors. Though there are several old standbys, leaders in different communities will doubtless find many that are new to them. Bibliography (1½ p.).

IRWIN, WILLIAM HENRY. "The next war." N. Y. Dutton, 1921. 161 p. illus. $1.50.

The race for armament, the methods, tactics and effects of carrying on the new warfare of the future "by wholesale, not by retail," the economic, physical and moral costs, and the proposed ways to peace are discussed tersely and incisively by an American who gathered his facts in a long, intimate experience as a correspondent in the late war. Diagrams make the facts graphic. A timely, thought-provoking book.

JESSUP, ELON. The motor camping book. N. Y. Putnam, 1921. 210 p. illus. maps. $3.

Full information on equipment both for short and for long tours. There are also chapters on motor trails, on where to go, which sum up the features of the national parks, and on the motor laws of different states. Author is associate editor of *Outing*.

MERRIAM, CHARLES EDWARD. American political ideas. N. Y. Macmillan, 1920. 481 p. $2.75.

Digests and organizes an amazing amount of opinion on every problem that has vexed this country since the Civil War. Copious foot-note references constitute a comprehensive bibliography. A supplement to the author's *History of American political theories* (*A. L. A. Catalog 1904*).

PHELAN, JOHN. Readings in rural sociology. N. Y. Macmillan, 1920. 632 p. $4.

An authoritative cyclopedia of rural welfare. Each section of the country is treated, as are the immigrant, cooperation, ownership and tenancy, child and adult labor, rural health, recreation, communication and transportation, correctional agriculture and rural police, the rural home, the school, the church, organization of rural interests, leadership, and the field of rural sociology. The articles are by those best known to rural interests. Chapter bibliographies. Index. Useful to teachers and all rural workers.

PHELPS, EDITH M., *comp.* Selected articles on immigration (Handbook series). N. Y. Wilson, 1920. 370 p. $1.80.

Planned like the rest of the series—briefs, selected bibliography and reprints of litera-

CHILDREN'S BOOK WEEK is recognized the country over as the one week each year when schools, libraries, clubs, teachers, book stores, and the press emphasize the worthy ideal of a wider and wiser use of books by children. Teachers desiring large colored copies of the poster reproduced above or any other information about the week, should write to the Children's Book Week Committee, Room 212, 334 Fifth Avenue, New York, N. Y.

ture presenting arguments on both sides. European and Asiatic immigration are treated separately. Duplicates seven articles in Reely's book of the same title (*Booklist*, 13:366, My 17). Has many more articles on Asiatic immigration, none of which are duplicates.

Roberts, Peter. The problem of Americanization. N. Y. Macmillan, 1920. 246 p. $1.60.

Designed to aid Americanization workers. Though a touch of condescension is detected it is based on good sense, knowledge of and sympathy with the ways of aliens and long experience in working with them, and is concrete, suggestive and readable. Short reading lists follow each chapter.

Seton, Ernest Thompson. Woodland tales. Garden City, N. Y., Doubleday, 1921. 238 p. illus. $2.

"For children of all ages who have not outgrown the delight of a fairy tale," says the author. They are very short stories of things to see in each season, things to know, things to do and things to remember. These are nature myths, scientific observations, and games and tests for alertness. Excellent material for teachers of grades three to six. Illustrated with pen and ink drawings.

Tryon, Rolla Milton. The teaching of history in junior and senior high schools. Bost. Ginn, 1921. 294 p. $1.48.

The technique of history teaching for upper grades and high schools. Its value lies in the presentation of definite things to do—forms for note-book work, reading problems and courses of procedure which may be applied to any phase of the subject. Not a psychology. By associate professor of teaching of history, University of Chicago. Bibliography (1 p.). Index.

Ward, Gilbert Oakley. Suggestive outlines and methods for teaching the use of the library (Useful reference series). Bost. Faxon, 1919. 104 p. $1.50.

A manual for librarians teaching library economy to high school students. The material is selected on the basis of the needs of students. Each topic is developed as a lesson, suggesting classroom procedure, illustrative material, exercises for assignment and study references. The second part is a condensation of modern teaching methods. Will be found helpful and convenient, especially by those inexperienced in teaching. Addressed to teachers while Rice (*Booklist*, 17:232, Ap 21) is addressed to pupils, and for use with older students.

Wardlaw, Charles Digby. Basket ball, by Charles Digby Wardlaw and Whitelaw Reid Morrison. N. Y. Scribner, 1921. 231 p. illus. $2.

"A handbook for coaches and players."—*Subtitle*. Covers the general principles, the technique of handling the ball and the body, the plays from different positions, offense and defense, the hygiene of training and problems of administration. Illustrated by many diagrams and photographs. Authors are experienced.

Wells, Herbert George. The salvaging of civilization. N. Y. Macmillan, 1921. 199 p. $2.

Mr. Wells is here very much concerned about the possibility of another catastrophe which shall leave mankind in utter decadence. His safeguard is a world state, and his method of achieving it is effective propaganda, education and the sacrificial efforts of enlightened individuals. Reprinted from the *Review of Reviews* and from the *Saturday Evening Post.*

Wells, Margaret Elizabeth. A project curriculum (Lippincott's school project series). Phil. Lippincott, 1921. 338 p. illus. $2.

A curriculum for the first six grades, vitalized by play projects as a center for each year's work. These projects include playing fair, playing family, playing city, playing a year's trip around the world. Very full instructions. From the normal school, Trenton, N. J. Valuable to any elementary teacher. Index.

Williams, James Mickel. The foundations of social science. N. Y. Knopf, 1920. 494 p. $6.

The first of a series of six volumes on social psychology, the science that searches for the "causes in human motives that make history and determine the phenomena of social science." The present volume treats of the relation of this new science to other fields of social study—political science, jurisprudence, economics, history and sociology. The author, a professor at Hobart College, has worked over an amazing amount of material. His conclusions are addressed to special students and others who are seriously interested. Bibliography (31 p.).

EDUCATIONAL OPINION

The National Education Association is the foremost power in promoting a program of public education in America. It is endeavoring to bring about the following results: (1) a removal of illiteracy from the United States; (2) the Americanization of all un-Americanized elements; (3) a professionally-equipped teacher who is an American with American ideals in every classroom in America; (4) universal physical fitness; (5) the coördination of all public and private agencies studying the problems of education in the United States; (6) a National Department of Education, with a secretary in the President's Cabinet; (7) a well-knit, coherent, coöperative organization within itself.

The individual teacher needs the National organization, and the Grade Association should send classroom representatives to the National Education Association in greater numbers each year. Not that our members wish to dictate or dominate, but we will never grow unless we assume some of the responsibilities and obligations.—Emma L. Dacre in *The Bulletin of the San Francisco Grade Teachers' Association* for September, 1921.

The New School Year—Never has a school year opened with so much of hope and cheer as does the year 1921-22. Education was never so genuinely alive as it is now. Teachers never had so nearly adequate salaries as now. State associations were never so equipped for service either in official personality or in office administration. The National Education Association has never been a tenth part as well organized to serve the teachers and the children, the community, and the Nation as it is today.

The normal schools have never had any such vision of opportunity and responsibility as now. Twice as many of them have collegiate privileges as two years ago. Universities and colleges are appreciating opportunities for service to the cause of professional education as never before.

Parent-teachers' associations, mothers' clubs, Rotarians, Kiwanians, Lion's clubs, and chambers of commerce are all boosting the schools.—An editorial by A. E. Winship in the *Journal of Education* for September 8, 1921.

In order that teaching may become a profession, it is necessary that teachers be qualified to render skilful, intelligent, expert service to the children, the parents, and the community. This requires a longer period of preparation than has hitherto been customary. Our teacher-preparation agencies have, for almost thirty years, been offering a standardized two-year curriculum based on high-school graduation. Its inadequacy is confessed by all. It must be extended to four years if teaching is ever to become a profession. The proposition that a child of eighteen should have a teacher with four years of preparation while a child of seven needs a teacher

ith only two years of preparation is
indefensible, educationally, as the
rallel proposition that a child of eigh-
en needs a physician or surgeon or
ntist with six years of preparation
hile a child of seven may very well be
red for by a physician or surgeon or
ntist with only half as much prepara-
on.—John A. H. Keith in the *Penn-*
lvania School Journal for September,
921.

ational and State Memberships—
much has been said of late impressing
e value of organization, that reasons
hy every San Francisco teacher should
ld membership in the National and the
ate bodies seem almost too evident to
arrant expenditure of space here.
owever, since in many cases knowledge
s not inspired action, it may be well
consider a few of those reasons.

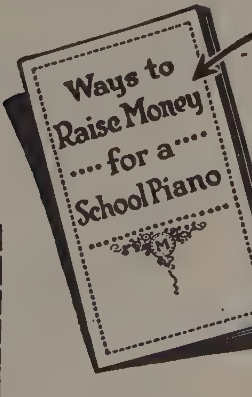
In the first place it should be a matter
civic pride. If we as citizens expect
r community to take its place in the
ucational councils of the Nation and
the State then we should see to it
at we as teachers do our part in the
ilding up of the machinery to make
possible.

Moreover these memberships should be a matter of professional pride. Today we have come to concede that organized effort is the only certain means of putting ideas across. If we expect to obtain and hold a position of any consequence among the professions, if we desire the general public to know and respect our work, we must keep always actively behind every movement for the betterment of the profession.

Furthermore, as classroom teachers, it is our duty to lend our support to these organizations for both have been reorganized in response to the complaints of the classroom teachers. The opportunity long sought has arrived. If the classroom teachers do not take advantage of it, the responsibility rests with them alone. They now have a recognized voice in the fixing of standards of training, of service, and of compensation. They are in duty bound to express themselves.

Finally, having in the past availed ourselves of the service of these organizations, evidence of our appreciation of their assistance can best be shown by helping in the growth of a large, loyal, active membership in the future.—Mary F. Mooney in *The Bulletin of the San Francisco Grade Teachers' Association* for September, 1921.

All questions related to and growing out of the immigration problem are National. The National Government controls every phase of the immigration question. It determines what aliens may be admitted to this country, the conditions upon which they may be admitted, and it also prescribes the basis upon which they may be naturalized and admitted to American citizenship. The whole problem of adult illiterates is therefore a National and not a State problem. The National Government should recognize the necessity of attacking this problem without further delay, and should enact such laws and provide such funds as are necessary to construct an organization and execute a plan which shall, within a reasonable period of time, wipe out adult illiteracy in this country.—Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania, in an address before the Americanism Commission of the American Legion, Philadelphia, Pennsylvania, January 22, 1921.



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……………………………, 1921.

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Tenure—An Important Problem[1]

CHARL ORMOND WILLIAMS

Chairman of the Committee on Tenure

THE TEACHING profession today faces no problem so important as that of tenure. The question of tenure strikes at the very heart of the profession itself. Until sound principles are developed and practical applications worked out, we shall continue to struggle in the quicksands of insecurity and uncertainty, without the power or strength to fight for adequate recognition. If education is the foundation of our democracy and the hope of our Republic it is time that we checked forever the pernicious influences which continue to sap our life and vigor and thus render our profession impotent. Not until the educational interests of this country stand together fearlessly, protected by the stability of tenure and united in the single purpose of serving the childhood of America, will it receive the recognition and attention it merits.

The movement for tenure had its foundation in the growing appreciation of the application to public officials of the principles of civil service. Gradually it has gathered impetus and strength until now it is recognized as one of the great problems facing our profession and demanding solution. It is recognized as the central factor in the increase of educational efficiency and the solution of the question of salaries, certification, and pensions.

A summary of the replies to a questionnaire sent out by the U. S. Bureau of Education in February, 1921, shows that in 528 cities, with a population between 5000 and 30,000, 975 teachers were not re-elected last year. The total number of teachers in these 528 cities was approximately 21,000. This shows that 4.5 per cent of the teaching staff were not re-elected. In 90 per cent of the cities, teachers not to be retained were advised definitely not to apply. These figures do not indicate all of the teachers who did not return. It is impossible to ascertain definitely the number of teachers who left the schools of these 528 cities because of indirect suggestions of their undesirability or through transfers to other cities, arranged in order that they might be saved the humiliation of failure of reappointment.

WE call upon the teachers of America to unite under the banner of the National Education Association in carrying forward the great program of service to which the Association is committed. We urge professional organization fashioned after our American form of government: a local organization of teachers in every community to develop public sentiment in support of education and to co-operate in the solution of local educational problems; a State educational association in every Commonwealth to develop through State legislation an efficient and adequately supported school system; and the National Education Association which shall include all the teachers of the country to support a National program of education in co-operation with all forward-looking men and women who realize that only through public education can we hope to preserve our priceless American institutions.—Resolution unanimously adopted by the Representative Assembly at Des Moines, Iowa, July 8, 1921.

Stability is the basis of any profession. It should be a principle in teaching as in other professions that, when a teacher has finished her apprenticeship in a probationary service to the satisfaction of her employer, she should continue in her employment, until removed for cause. In other words, after an acceptable trial period, the burden of removal should be placed upon the employer. This stability of employment is needed in order that the profession of teaching may stand upon a firm foundation. It is doubtless true that teaching does not command the respect and attention it deserves because in the past it has rested so largely upon the quicksands of insecurity, restlessness, and incompetency due to the temporary character of the work. It is only when teachers feel reasonably secure that they will become a constructive power in the economic and social life of the community.

The Length of the Probationary Period—The probationary period should not be too long. Nevertheless, it should be sufficient to determine with accuracy the competency of the candidate. It must bring out not only the adequacy of professional preparation, but also the ability of the candidate to apply her knowledge successfully; skill in classroom management; skill in teaching; co-operation; initiative; enthusiasm; industry; and forcefulness. Her physical condition and health, her moral character, and probably most important, the capacity and desire for growth and the ambition to progress must also be determined. Careful, competent supervision and guidance during this probationary period will do much to safeguard the system from the danger of the incompetent teacher.

Of the twenty-two cities reporting a tenure provision in 1920, six report a one-year probationary period; thirteen, two years; six, three years; one, four years; and one, five years. In Massachusetts, New Jersey, and New York three years are required. The new tenure regulation adopted for the Detroit public-schools, April 14, 1921, permits a two-year probationary period. A unique provision in this regulation is that a teacher on a continuing contract may be placed upon probation at the end of any semester if the work of this teacher proves unsatisfactory.

A three-year probationary period is not too long for it is hardly possible to ascertain with accuracy whether the individual merits permanent employment in much less than three years. The probationary period may well be shorter if the protection afforded the teacher is lessened. If the regulations make it easy for the board of education to discharge a teacher, then it is less necessary to delay conferring the rights assured in tenure provisions. It is desirable to test carefully the new apprentices and to cull out the inefficient before they have time or opportunity to injure either the school system or the children. If this is done, then adequate protection should be afforded those who successfully meet all of the probationary requirements.

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[1] Extracts from the report of the Committee on Tenure to the Representative Assembly of the Association, at Des Moines, Iowa, July 5, 1921.

The Dismissal of Teachers—The board of education should have the right, upon recommendation of the superintendent, to drop any probationary teacher at the end of the school year after a reasonable notice. This notice should be not less than thirty days. The Portland, Oregon, law provides that a probationary teacher shall not be dismissed on account of friction between her and the principal without giving such teacher a fair opportunity with another principal.

After the probationary period teachers should be removed only for cause. The causes usually enumerated include one or more of the following: inefficiency, neglect of duty, professional stagnation, indifference and lack of growth, lack of co-operation, disloyalty, immorality, unprofessional conduct, insubordination, ill health and physical disability, or any other reason that would annul a teacher's certificate. The New York law specifies that the teacher shall hold her position "during good behavior and efficient and competent service." The proposed Ohio law gave neglect of duty, insubordination, conduct unbecoming a teacher, and immoral or criminal conduct as causes for removal. The Pawtucket, Rhode Island, regulations specify only misconduct or incapacity. The Massachusetts law lists no specific reason.

Since the board of education is the agency which employs the teacher, it would seem that it should also be the removing agency. The right to employ implies the right to dismiss. The privilege of reviewing the action of the board in dismissing a teacher is a fundamental principle of American democratic justice and a reasonable protection that should be provided. Since the majority of dismissals are based on technical questions such as neglect of duty, incompetency, inefficiency, conduct unbecoming a teacher, and the like, it is fitting that the final body of appeal should be engaged in educational work and yet disinterested. Dr. Kandel, of the Carnegie Foundation for the Advancement of Teaching, states that "the best practice today provides for an appeal to the State superintendent of public instruction."

EDUCATION is entitled to the highest recognition possible. I sincerely trust that the efforts for a Department of Education will succeed. Such a step forward seems to me imperative if we as a Nation hope to keep pace with our competitors.—May Trumper, State Superintendent of Public Instruction, Helena, Montana.

THE WELFARE of the Nation will be largely determined by the quality of its public schools in the next fifty years. A Department of Welfare with education secondary is no better than the present arrangement. Such a plan minimizes education, and such a department could not command expert educational leadership.—Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.

Insuring Continued Professional Improvement—One of the most complex problems involved is insuring continued improvement on the part of the teacher who has been placed on tenure. Inability to find adequate means of protection through progressive improvement and the difficulty of protecting the schools from the danger of incompetent teachers have proved two of the most serious handicaps in the extension of tenure. Where an employee is assured that her position belongs to her, and especially where a sympathetic public opinion makes it hard to discharge her, there is a grave possibility of an accumulation of "dead-wood" teachers whose continued services become a distinct liability to the community.

The method commonly followed is that of giving a bonus for attendance at summer school. Whether the practice should be advocated as anything but a temporary necessity is questionable. If teaching is to be a recognized profession, it must attain such recognition through the deserved merit of its members. It seems that the practice of paying members of a teaching force a subsidy to improve themselves is not the ethical line of procedure. With the low salaries being paid at the present time, however, teachers cannot afford to attend colleges or normal schools in summer vacations. Salaries should be adequate to make it amply possible for teachers to improve themselves.

The inspiration of a broadminded superintendent motivated by high ideals and possessing ability to lead his staff in a constructive program of education will do much to stimulate the growth and progress of a school system. Such a man or woman will recognize and reward merit and will sympathetically guide and direct the inexperienced and the weaker teachers.

The Danger of Incompetence—Incompetence, inefficiency, indifference, lack of co-operation, insubordination, and immorality must not long be tolerated. The schools are for the education of children and are working under too great a responsibility to permit deficiencies to be long endured. If the privileges of tenure are limited to those having adequate educational preparation, coupled with care in selecting teachers from the probationary group, much of the danger will be avoided. Tenure in the elementary should be limited to graduates of a two-year normal school preceded by graduation from a four-year high school. A life certificate should be granted all such graduates who have had two years of acceptable teaching experience. Not less than ten years of successful teaching experience should be substituted for the educational requirements mentioned above. Higher standards should, of course, be required for positions of greater responsibility.

Graduation from a four-year college should be the standard for the specialized teachers of the secondary schools. National standards of certification should be adopted with minimum requirements which would serve as a basis for tenure regulations.

Let us all unite with every ounce of energy at our command to place upon the statute books of our several States and communities strong effective tenure legislation which will serve effectively to stabilize and dignify our profession and gain for it the recognition it merits from the citizenry of our land.

Business and the Schools

THE Chamber of Commerce of the United States is calling on the business men of America to give sharp attention to the public-school system. Its appeal is founded on the fact that the future welfare of American business and the efficiency of the American public school are bound up together. In order to make its campaign effective and far-reaching, the National Chamber of Commerce has organized an Education Service in its Civic Development Department. William Mather Lewis, formerly Director of the Savings Division of the Treasury Department and for several years previous to that in educational work, heads the service.

In outlining the policy of the Education Service for THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, Mr. Lewis said:

"The school problem is too great for business to ignore. It directly touches the lives of one-fifth of our entire population daily. The operation of the public schools necessitates the employment of more than 650,000 teachers. The output is daily finding its way into American industry and commerce, because pupils are daily dropping out of school and going to work.

"Out of every one hundred pupils who enter the public schools, only fifteen get through high school and fewer than three finish college. The education which can reach the entire Nation and which, therefore, demands the first attention of American business, is the education offered by the elementary schools, which cover the first eight years of the child's training. Popular suffrage will never justify itself without universal education of the right kind. American business will suffer so long as ignorance prevails. The menace of the great mass of illiterates in our Nation must be recognized and overcome.

"What is to be done? Little will be accomplished by general discussion. The answer will come only when the business men of every community actively aid in bringing the local schools to a high plane of effectiveness. As good business men, good citizens, good parents, they can do no less.

"A survey will be made of the history and present organization of the American elementary school system; the opportunities now offered to all American children to obtain an elementary school education; teacher training for these grades; school equipment; the situation in regard to illiteracy; instruction of foreign-born in the English language and the principles of American government; comparative educational opportunities in the rural districts; taxation systems now in force; legislation in force and pending.

"Briefly, the purpose of the Education Service is to assist in securing for all Americans a common-school education at least, under competent teachers and in a wholesome environment, to the end that our children may receive not only mental training, but guidance in character building and instruction as to the privileges, duties, and responsibilities of American citizens."

Wealth and Population Versus Education

A COMPARISON OF THE DEVELOPMENT OF NORMAL SCHOOLS, HIGH SCHOOLS, COLLEGES AND UNIVERSITIES WITH POPULATION, WEALTH, AND GROWTH OF THE PUBLIC SCHOOL SYSTEM. THE YEAR 1890 HAS BEEN TAKEN AS A BASIS FOR COMPARISON.

	1870	1880	1890	1900	1910	1918
Population in Thousands	38.558 61%	50,155 80%	62,622 100%	75,994 121%	91,972 146%	105,708[1] 170%
National Wealth in Millions	30,068 46%	43,642 67%	65,037 100%	88,517 136%	143,139 220%	375,000[2] 576%
School Enrolment in Thousands	7,380 58%	9,865 77%	12,724 100%	15,586 122%	17,813 140%	20,853 164%
Public School Teachers	220,225 60%	286,593 79%	363,922 100%	423,062 116%	523,210 144%	650,709 179%
Public Normal Schools	75 55%	106 80%	135 100%	157 116%	191 141%	251 186%
Normal School Graduates	1,601[3] 36%	2,943 66%	4,413 100%	9,072 205%	13,725 311%	23,020 521%
Normal School Enrolment	9,728 36%	17,882 66%	26,917 100%	41,600 154%	71,250 264%	96,500 358%
High School Enrolment			367,003 100%	719,241 195%	1,131,466 308%	1,735,619 473%
College and University Enrolment			55,687 100%	98,923 177%	275,212 496%	387,106[4] 677%

[1] Census for 1920. [2] Estimated from paper read before Bankers' Institute, London, by Edgar Crammond.
[3] Estimated. [4] Data for 1915–16.

Already the Education Service has prepared and distributed to thousands of Chambers of Commerce and other business organizations throughout the country two pamphlets, the first of which, *Schools, Citizenship, and Business,* gives the substance of the addresses on the essentials in education delivered at the last annual meeting of the Chamber of Commerce of the United States. The speakers and their subjects are: Payson Smith, Commissioner of Education of Massachusetts, *Rural Schools in the North;* Bruce R. Payne, President of the Peabody College for Teachers, *Rural Schools in the South;* Superintendent Broome of Philadelphia, *City Schools,* and A. J. Todd, labor manager of B. Kuppenheimer, Chicago, *The School and the Home.*

The second pamphlet is entitled *The Schools of Your City—The General Situation.* It suggests pertinent questions to be asked by business men as to the situation in their communities relating to illiteracy; immigrant training; school equipment; use of schools; physical education; teachers; the cost of education. This pamphlet brought immediate concrete results, many local chambers of commerce at once starting illiteracy surveys; school-building and equipment inspection; and investigations of the school financial situation. This pamphlet is the first of a series of five. The titles of the others are *Buildings and Equipment; Health and Physical Education; The Teacher; Laws and Administration.* With the last four of these pamphlets, there will be sent question blanks to aid education committees of the local Chambers of Commerce in assembling and tabulating the information desired. Use of these blanks will make it possible to compare the situation in one city with that in others and so make clear the relative positions and the general situation.

An intelligent understanding of the American public-school system by business men and a clear conception by educators of the requirements of the business world are conditions greatly to be desired. When such an understanding is brought about, education, business, and, in fact, the whole social fabric will be tremendously strengthened. To create such a situation is the goal of the Chamber of Commerce of the United States through its Education Service.

School Publicity in Oakland

ELIZABETH MADISON

Chairman of the Publicity Committee, Oakland Public Schools, Oakland, California

THE PUBLICITY committee of the Oakland public schools has been unlike most publicity committees in that a large part of the stimulation to activity which it has received has come from without instead of from within the organization. In other words, we had something to sell through publicity, but there was a public waiting to buy it with so much eagerness that we were urged to produce more by those buyers themselves, instead of having to continue to advertise our product appealingly.

The thing we had to sell was news about the schools and about the children of the citizen during the five or six important hours of each school day when they are away from their parents under the care of the greatest institution in American life—the public school.

A great institution of National importance is always interesting and children are always interesting, especially to their parents who are paying for their education. The only problem before us was not how to get school news, nor how to find people interested in it. Our problem was how to *tell school news* in a well-written, readable way, with the facts accurate and up-to-date and fashioned in a word-form usable by the press of the city.

We had to strive for the following things: *accuracy* of information about what was happening in the schools; *rapidity* in getting the event to the press before the date of performance or immediately thereafter; *impartiality* in getting the information to all of the city papers without individual preference; and *machinery* for making it easy for the city newspaper reporters to get the news quickly without having individually to go to the separate schools. To accomplish this with the least work and the best returns the following plan was evolved and put into operation:

A superintendent's bulletin was sent out explaining the value of selling the educational idea. This went to every teacher and principal in the department. It was considerably discussed. Following this, each principal received a letter asking him to appoint a press representative in his school, whose duty it should be to send to the library of the superintendent of schools a brief weekly account of happenings at the school, and a program of any events promised for the following week.

Stories and information and programs of school activities began to flow into the library. Here they were segregated and put into brief newspaper form, in a series of items amounting during busy periods to twelve or thirteen items daily. These were put into as many copies as there were leading papers and were sent to the office of the secretary of the superintendent.

> *IT is the bounden duty of school men and school women to think seriously on the problem of ways and means of selling the idea of public education to the community.*
>
> *There is an eager public willing to buy the educational idea. No other single product can command so wide a market in American life, if intelligently, honestly, and attractively advertised. If the sale fails of consummation, the main fault lies with the school people.*

The secretary of the superintendent filed these "school-column stories" daily and, when the press representatives called, as they often do twice a day, he handed these copies out. The press representatives understood that these stories were given to all alike and many reporters rewrote the stories that appealed to them while some papers used them without change. In this way stories of school activities got into every paper in the city every day.

The thing which we could not foresee was that the press representatives would so heartily endorse our plan. We attribute this success to the fact that the stories were good, because real children actually did the things related; to the fact that the press people could count upon the stories without having to make long and tedious verifications; and to the fact that any press man was at entire liberty to make individual investigations for himself if he so chose and any school was at liberty to send directly to the press anything which it desired to send individually, so that there was no element of supervision of information in our work—merely a satisfactory machinery for rapidity and accuracy.

In addition to the daily stories given out in duplicate, a practice grew up of receiving requests from the press for individual illustrated Sunday stories. There are so many human interest stories daily happening in schools that it was not difficult to find material to answer these requests, but it was sometimes difficult to find time to write as many as were called for, especially since it was necessary to give stories of this individual character to each of the papers asking for them in turn.

The matter of suitable illustrations is still troublesome. We could do much better if the different interesting activities of the schools were better photographed. It would be a fine piece of work to make this a committee undertaking next year. Such photographs become fascinating records for the schools to keep and often furnish valuable material for record at the superintendent's office. They could be used to tell the public, through the press, what the children of the community are doing.

It is interesting to note that the press is always interested in the social-service activities of youngsters. Work done for the day nurseries, scientific investigation work, self-government work and helpful activities among the students are stories all eagerly taken by city editors. When we receive criticism for these broader endeavors of the school children, it is comforting to realize that they are looked upon with interest and a very swift and sympathetic understanding by the busy news people of the big city, who are used to sifting and analyzing human values with rapidity and accuracy and a keen social judgment.

On account of the good news service that the press men have received from the department, they have become more interested personally in school problems. As a result there have been more editorials on school matters and some careful column articles on school subjects, which the individual reporters have worked up on their own initiative. Budget and statistical information has been presented with great care and interest by many papers. We do not mean that they would not have done this in the ordinary course of the reportorial work, but they have done it better because they had themselves become interested in the schools.

Education and the Federal Government[1]

HUGH S. MAGILL

Field Secretary, National Education Association, Washington, D. C.

The Present Situation—The activities of the Federal Government with respect to education at the present time are scattered and unrelated. The Bureau of Education occupies a subordinate position in the Department of the Interior; the Federal Board for Vocational Education, a semi-independent organization, administers Federal aid for industrial education and home economics; and other educational activities of the Government are administered by several different departments. That there should be a reorganization and co-ordination of these activities is universally accepted.

The Proposed Solutions—Two plans for reorganizing the educational functions of the Nation have been suggested as possible solutions of the present unsatisfactory conditions.

First—The creation of a Department of Education under a Secretary of Education who shall be a member of the President's Cabinet, which department shall administer all educational activities of the Federal Government not intimately and definitely related to some other department. The primary function of such a department would be the encouragement and promotion of public education in the States, in full recognition of the fact that under our dual form of government the conduct and management of education is vested in the States, and that the Federal Department of Education should co-operate and assist but never dictate or control.

Second—The creation of a Department of Public Welfare under a Secretary of Public Welfare who shall be a member of the President's Cabinet, which department shall include education as one of its subdivisions, along with health, social service, veteran relief, and other more or less unrelated subjects. In this proposal the basis of co-operation with the States for the promotion of education is not considered.

> **THE GENERAL** Federation of Women's Clubs is heartily supporting the Towner-Sterling bill. We insist that educational interests shall not be submerged in any other phase of work.—Mrs. Thomas G. Winter, President, General Federation of Women's Clubs.
>
> **THE NATIONAL** Society, Daughters of the American Revolution, have earnestly indorsed and are standing back of the Towner-Sterling bill creating a Department of Education.—Mrs. George Maynard Minor, President General, National Society, Daughters of the American Revolution.
>
> **NO LEGISLATIVE** measure so comprehensive, so fitted to place education where it belongs, has appeared, commensurate with the Towner-Sterling bill. The Congress of Mothers is on record for the principles embodied in this bill.—Mrs. William Tilton, Chairman on Legislation of the Congress of Mothers and Parent-Teacher Associations.
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> **THE AMERICAN** Federation of Labor will support the Towner-Sterling educational bill in accordance with the action of the conventions of 1918, 1919, and 1920.—Samuel Gompers, President, American Federation of Labor.
>
> **MY ENTHUSIASM** is getting stronger and stronger for the Towner-Sterling bill every day, and I believe it is going through, because the country is going to demand it.—A. Lincoln Filene, Chairman, National Committee for a Department of Education.
>
> **THE COUNCIL** has submitted the proposition for the creation of a separate Department of Education to its constituent members through a referendum, and the reports of this referendum indicate that about seven-ninths of the membership of the organization—and it is very comprehensively representative of the higher education of the country—are in favor of the creation of a separate Department of Education.—Dr. Samuel P. Capen, Director of the American Council on Education.

The Issue—These two proposals, each embodied in a bill now before Congress, and each supported by influences of recognized weight and authority, make a definite issue which sooner or later must be determined by Congress. The first proposition, to create a Department of Education, is supported by the National Education Association, the National Committee for a Department of Education, The General Federation of Women's Clubs, The National Congress of Mothers and Parent Teacher Associations, The National Society Daughters of the American Revolution, The National League of Women Voters, The American Library Association, The American Federation of Labor, and by many religious, fraternal, and civic organizations throughout the country. The second proposition, to create a Department of Public Welfare with education as a subdivision, has received its chief support from General Charles E. Sawyer, the President's physician, and Honorable Walter F. Brown, the President's representative on the Committee for the Reorganization of the Executive Departments. A study of the report of the hearings held on this bill before the Joint Committees on Education of the Senate and House does not reveal any particular public sentiment in favor of the measure, but very strong opposition on the part of educators and friends of education to the submerging of education in this or any other department.

Arguments for a Department of Education—The primary argument for a Department of Education is the manifest need for an adequate and comprehensive plan of co-operation between the Federal Government and the States for the promotion of public education, based on the following generally accepted facts: (*a*) that the conduct of public education is a State function, each State being primarily responsible for the support and management of its public schools; (*b*) that the primary purpose of education from the standpoint of the State and the Nation is to develop good citizens; (*c*) that a citizenship, physically, intellectually, and morally sound is essential to the life and prosperity of our Republic since a government of the people can be no stronger than the composite citizenship of which it is composed; (*d*) that the privileges and responsibilities of American citizenship are not affected by State boundaries; (*e*) that whatever tends to elevate and strengthen the citizenship of any State promotes the welfare of the entire country; (*f*) that any weakness or disorder in any State subtracts from the general health and security of the Nation; (*g*) that to neglect the proper training of any considerable portion of the future citizens of our country is to endanger the future of our Nation as a whole; (*h*) and, therefore, that it becomes the imperative duty of the Federal Government to encourage and promote education in all the States to the end that every American child shall have an opportunity for the fullest physical and intellectual development of which he is capable, thereby conserving and developing the human resources of the Nation.

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[1] Also published as Legislative Commission Series Number Two. Copies may be had on request.

The Towner-Sterling bill, now before Congress, creates a Department of Education, and provides for co-operation with the States in the training and development of the future citizens of the Nation without encroaching upon the rights and prerogatives of the States. It provides that the department shall conduct studies and investigations in the field of education, and that research shall be undertaken in illiteracy; immigrant education; public-school education, with special reference to rural education; physical education, which shall include health education, recreation, and sanitation; the preparation and supply of competent teachers for the public schools; higher education; and in such other fields as the Secretary of Education may think necessary. Such a department would be of the greatest assistance in the solution of complex problems in public education which are common to all the States. It would be far more economical for the Federal Government to carry on extensive investigations in the field of education through a Department of Education, and report thereon to the States, as is now done in the field of agriculture through the Department of Agriculture, than for each State to make independent investigations.

RESOLVED, That this committee hereby expresses its approval of the Towner-Sterling educational bill and of the stronger organization and support which it assures to the public-school system, and expresses its strong opposition to the substitution of a Welfare Department or any other department for the proposed Department of Education.—Educational Committee, International Sunday School Association.

WE BELIEVE that the most distinctive thing that has been done in this Western Hemisphere since the organization of our government is the setting up of a free public-school system. We are asking that education be not transferred to the proposed Department of Public Welfare. We wish to give it greater dignity than it has ever had before.—Dr. Robert L. Kelly, Secretary of the Council of Church Boards of Education.

THE INDORSEMENT by The Scottish Rite of Freemasonry, The Shrine, and The League of Masonic Clubs will bring to the support of the Towner-Sterling bill the efforts and influence of many men throughout the country.—George Fleming Moore, Sovereign Grand Commander of the Supreme Council of Scottish Rite Masonry, Southern Jurisdiction of the United States.

THE FRIENDS of public-school education in Michigan strongly urge an independent Department of Education. Our disappointment will be keen if education is submerged in a Department of Public Welfare.—Dr. D. B. Waldo, President, State Normal School, Kalamazoo, Michigan.

NO MATTER what phase of public welfare is undertaken, education is the first step and the basic process. Securing physical fitness, a high degree of intelligence, the relief of indigency, all may be furthered through education. It seems necessary, therefore, that we have a department of our Government whose chief function shall be the promotion of education.—Dr. Augustus O. Thomas, State Superintendent of Public Instruction, Augusta, Maine.

The Towner-Sterling bill clearly recognizes the supremacy of the State with respect to the control of public education, and also recognizes the legally constituted educational authority of each State. That there may be the most effective co-operation between the States and the Nation, there is established a National Council on Education of which the State superintendent or commissioner of education of each State shall be an *ex-officio* member, together with twenty-five prominent educators representing the different interests in education, and twenty-five citizens not educators, to be appointed by the Secretary o Education, "to consult and advise with the Secretary of Education on subject relating to the promotion and development of education in the United States." This Council will give the Secretary o Education the benefit of the advice o the leaders of education in all the State and provide an effective means of disseminating suggestions for the improvement of education based upon the results of the research and investigation carried on by the Federal Department, and the recommendation of the Council.

An important feature of the Towner-Sterling bill is the authorization of appropriations by the Federal Government to assist the States in the removal of illiteracy, in the Americanization of foreigners, in physical education, in the training of teachers, and in the equalization of educational opportunities. A certain amount, "or so much thereof as may be necessary," is authorized for each purpose, but as all appropriations must be made annually, Congress would have to determine each year the amounts that would be appropriated for each of the purposes mentioned. A comprehensive plan of co-operation between the National Government and the States is proposed which leaves the management of public education absolutely under State control. The principle of Federal aid to education was approved by President Harding in a statement made by him on October 1 1920, in which he said:

"The Federal Government has established the precedent of promoting education. It has made liberal grants o land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts Without interfering in any way with the control and management of public education by the States, the Federal Government should extend aid to the

States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people."

It is the universal opinion of those who have given the subject careful study that in order that the Federal Government may perform its proper function in the promotion of education in the States, the Department at Washington must be given such dignity and prominence as will attract public recognition, and that it must be under such leadership as will command the respect and confidence of the educational forces of the country. This is absolutely essential. Anything less will mean failure. The authority of the Federal Government in the promotion of public education cannot and should not be mandatory, but must be exercised through the persuasive influence of facts and suggestions emanating from a source of recognized leadership. It is too much to expect the public to accept the educational leadership of an under-secretary, or bureau chief, who is not allowed to express an opinion on any public question without first obtaining permission from the head of the department, and whose salary is far below what is regarded as fair compensation for persons of recognized National leadership. The experiences of the past fifty years have demonstrated the futility of such an arrangement. The educational leader of the Nation, because of the paramount importance of education, must hold an outstanding position, with powers and responsibilities clearly defined, and subordinate to no one except the President.

AS CHAIRMAN of the Legislative Commission of the National Education Association I have been in conference with many State and city superintendents and with representatives of lay organizations. All of these persons for themselves, and, in so far as they are able, as representatives of their respective groups and organizations, have declared that education can best be served only by a Department of Education with a Secretary in the President's Cabinet.—Dr. George D. Strayer, Chairman, Legislative Commission, National Education Association.

THE ESTABLISHMENT of a Department of Education with a Secretary of Cabinet rank would bring to public education such support and prestige as the educational interests of the country demand. Action by Congress at this time which would give education a subordinate place in another department would discredit the country and render incalculable harm to the interests of American education.—Dr. Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

THE PROPOSAL to merge the Department of Education with the Department of General Welfare is a monumental mistake so far as the interests of education are concerned. It will never work satisfactorily for the benefit of public education.—The late Dr. Calvin N. Kendall, Commissioner of Education, Trenton, New Jersey.

THE STATE normal school executives of the United States are for a Department of Education and in favor of Federal grants in aid of education. These two principles are held by them to be valid and in line with historic precedent.—Dr. J. A. H. Keith, President, National Council of State Normal School Presidents.

THE ONLY practical improvement on the present situation is to create an independent Department of Education, as provided by the Towner-Sterling bill.—Dr. F. E. Spaulding, Dean of Education, Yale University, New Haven, Connecticut.

Arguments for a Department of Public Welfare—The arguments put forth for a Department of Public Welfare, in which education shall be one of the subdivisions, are to the effect that education alone is not of sufficient importance and scope, as viewed from the National standpoint, to justify the creation of a separate Department of Education; that public education represents only one of many activities carried on by the Government for the promotion of human welfare, and that, therefore, it should be included in a Department of Public Welfare with such other activities as health, pensions, war risk insurance, hospitalization, care of the Indians, and other lines of so-called social service; that to create a Department of Education under a Secretary in the President's Cabinet might bring education into politics, and that, therefore, it is safer to place it in a subordinate division of a Department of Public Welfare under a head who would be kept out of politics by denying him any authority or responsibility such as is exercised by the heads of Executive Departments, as, for example, the Secretary of Agriculture and the Secretary of Labor. It is only fair to state, however, that these arguments are not advanced by the friends of education, nor by the highest authorities on the subjects which it is proposed to include in the Department of Public Welfare.

Discussion of the Question—The importance of education from the National standpoint and the necessity for its encouragement and promotion by the Federal Government have been advocated by American statesmen since the founding of our Nation. Washington declared that since the structure of our Government gives force to public opinion it is essential that public opinion be enlightened, and he urged promotion of education by the Nation as a matter of "primary importance." This sentiment has been repeatedly expressed by other great statesmen. Horace Mann declared that, "In our country no man is worthy the honorable name of statesman who does not include the highest practical education of the people in all his plans of administration." The first bill for a Department of Education was introduced in the House of Representatives in 1866 by James A. Garfield and earnestly supported in the Senate by Charles Sumner. During the past fifty years the leaders in public education have continually urged that the Nation should assume its responsibility for co-operation with the States in the promotion of education, and through all these years the movement has been violently opposed by the ancient enemies of public education. A condition recognized as unsatisfactory has been permitted to continue, the Government failing to establish any fixed policy with respect to the promotion of education in the States.

Finally the war revealed to the American people startling facts regarding conditions which seriously impair the strength and security of our Nation. We were astonished to find that one-fourth of the young men called to the colors were practically illiterate; that one-third were physically unfit for full military service, due in a large measure to a lack of proper training; that we are failing to Americanize and assimilate the vast number of foreign-born who are coming to our shores; and that millions of American-born children have little or no opportunity for proper physical and intellectual development. As a result of these disclosures the American people have become thoroughly aroused to the importance of more effective co-operation on the part of the Federal Government with the States for the betterment of educational conditions throughout the Nation. Those who suggest that education is not of sufficient importance and scope from the National standpoint to justify the creation of a Department of Education fail to comprehend the tremendously important service which the Federal Government could thereby render the States. They also fail to grasp the impelling fact that the public-school system is the only institution belonging to all the people which can be used to develop a strong, healthy, intelligent citizenship, capable of understanding, defending, and perpetuating our American institutions.

The Towner-Sterling bill creating a Department of Education is the result of years of thoughtful deliberation by the leaders in public education throughout the Nation. In its preparation and revision every State superintendent or commissioner of education was consulted, together with hundreds whose opinions on questions of public education are deserving of consideration. The bill was not hastily drawn, but is the result of prolonged and intense study. In essentially its present form it was reported favorably by the Committees on Education of both Senate and House of the Sixty-sixth Congress. In the preparation of the bill creating a Department of Public Welfare with education as one of its subdivisions, the educational leaders of the country were not consulted and the bill was hastily prepared in a few weeks. Its sponsors are friendly to the promotion of public education, but the bill reveals a failure to comprehend many of the most fundamental principles involved in the solution of present-day educational problems. At the hearings held on the bill it was brought out that while the friends of education were not opposed to the creation of a Department of Public Welfare, there was an overwhelming sentiment throughout the country in opposition to the submerging of education in the proposed department. This opposition came not from educators only, but from the friends of education everywhere. On the other hand, the enemies of public education let it be known that they would be quite satisfied to have education submerged in the proposed Department of Public Welfare.

The Outcome—This question has now become a National issue. Action upon it cannot longer be delayed. The people will insist that every member of Congress shall declare his position on the subject. Friends of public education believe that the issues involved are of the most serious import to the Nation. The policy of the Federal Government with respect to the promotion and encouragement of public education in the States hinges upon the action to be taken. The great National organizations supporting the Towner-Sterling bill, representing millions of intelligent citizens, make their appeal to Congress with confidence that this question will be settled in such a manner as to insure the increasing development throughout the United States of a strong, intelligent, patriotic American citizenship.

PUBLIC EDUCATION in this country is an enterprise of so general and outstanding importance and so clearly defined in its purposes that it is entitled to full and independent recognition.—Dr. Payson Smith, Commissioner of Education, Boston, Massachusetts.

THE EDUCATIONAL forces of Alabama oppose solidly the submerging of education in the proposed Department of Public Welfare and favor unanimously the establishment of an independent Department of Education, with a Secretary in the President's Cabinet.—Dr. J. W. Abercrombie, State Superintendent of Education, Montgomery, Alabama.

THE RIGHT kind and amount of education is the way to welfare, an effect of which education is the cause. Modern scientific methods would attack the cause rather than the effect. Education should not be subordinated to welfare. Create a Department of Education first with Welfare in it. If this is not feasible, make an independent Department of Education.—Dr. J. M. Gwinn, Superintendent of Schools, New Orleans, Louisiana.

THE NEW YORK Principals' Association, representing 500 public-school principals, having charge of nearly 800,000 children, strongly urges the passage by the present Congress of the Towner-Sterling bill and the establishment of a Federal Department of Education with a Secretary in the President's Cabinet.—Olive M. Jones and Ambrose Cort, New York Principals' Association.

THOSE of us who believe public education is of paramount National importance will stand firm for the Towner-Sterling bill until we have a Department of Education with a Secretary sitting at the President's council table, and the co-operation of the Federal Government with the States in the financial support of the schools.—C. G. Pearse, President State Normal School, Milwaukee, Wisconsin.

I earnestly hope that Congress will make an independent Department of Education rather than give us a subdivision in the proposed Department of Public Welfare.—M. L. Brittain, State Superintendent of Schools, Atlanta, Georgia.

The Towner-Sterling bill, as I view it, is the only bill before Congress that meets the wishes of a vast majority of persons in the United States interested in public education. I am deeply interested in seeing the Federal Government establish a Department of Education to encourage education in the States. I believe that the subordination of educational matters under a Department of Welfare will not meet the conditions.—Dr. J. A. C. Chandler, President College of William and Mary, Williamsburg, Va.

The one big business of this Nation is the proper education and training of boys and girls, and I cannot understand why it should be proposed to discount this important work by giving it a subordinate position in some other department. On behalf of the children of Mississippi I want to urge that Congress put the Department of Education on an equality with the other departments.—W. F. Bond, State Superintendent of Education, Jackson, Mississippi.

Our Association's Growth

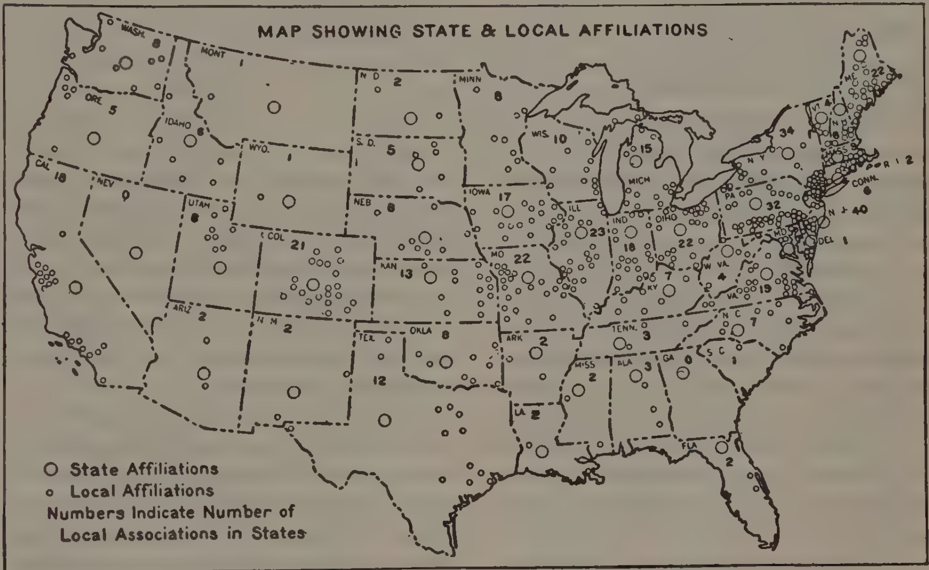
AN INNOVATION was introduced at Des Moines when President Hunter gave an address on the Association and its work. His picture of the National Education Association as a delicate piece of machinery organized for public education, was illustrated by twenty-one slides, four of which are here reproduced. Before presenting these slides, President Hunter discussed the reason for creating a National Association; the Association's ultimate aim; and the principles of organization to be adhered to in developing its program of service.

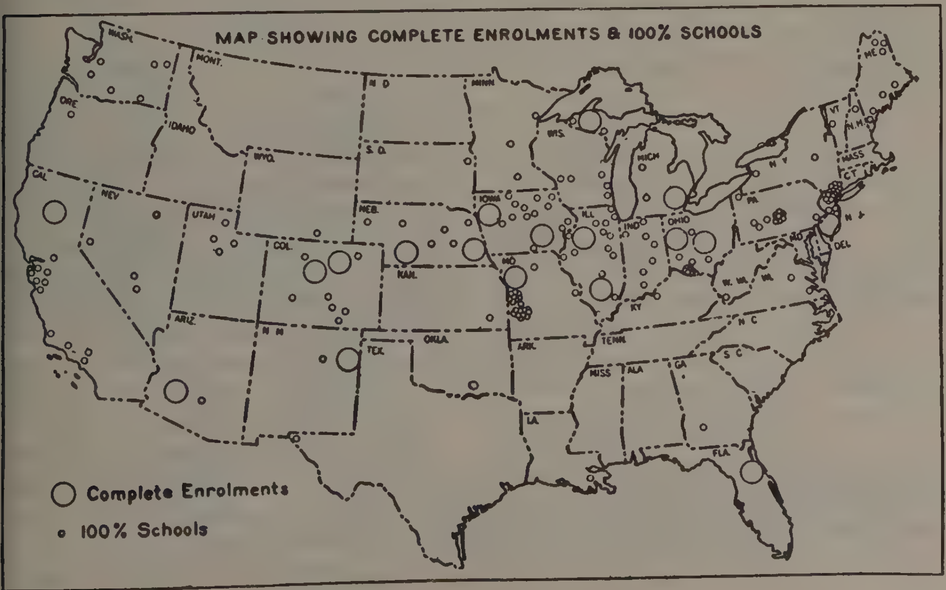
"The teaching profession has begun to assume its true rôle," said President Hunter, "and has decided that upon it devolves the responsibility of seeing that America shall have the kind of public-school system that American ideals necessitate. There has been a distinct change in the ultimate objective for which the National Education Association stands. Its purpose is as truly professional as it has ever been, but it has become an active militant body in creating constructive public sentiment in America and in rallying the forces that stand for the public schools of America.

"The National Education Association functions through a system of regularly appointed committees and a system of regularly organized departments. The committees are groups of specialists who are delegated by the Association with the responsibility for the solution of some problem and clothed with authority to carry on special functions or special lines of investigation.

"They include the Committee on Sources of Revenue, Committee on Visual Education, Legislative Commission, Committee on Foreign Relations, Committee on Salaries, Tenure, and Pensions, Committee on Expenses of Delegates, Commission on Co-ordination of Research Agencies, Committee on Reorganization of Elementary Education, Illiteracy Commission, Commission on the Reorganization of Secondary Education, Committee on Health Problems in Education, Committee on Thrift Education, Committee on Racial Well Being, Committee on Rural Education, Committee on Elementary School English, Committee on Problems of High School Libraries, and the Committee on Standardization of Schoolhouse Planning and Construction.

"The special departments of the Association represent the ways and means of the Association for caring for the special interests of all important groups engaged in school work in this country. It is the policy of the Association to provide fully for any such special group. A large number of them are functioning now as regularly authorized departments of the National Education Association."


MAP SHOWING STATE & LOCAL AFFILIATIONS
State Affiliations
Local Affiliations
Numbers Indicate Number of Local Associations in States
WASH. 8
MONT 1
ORE 5
IDAHO 4
CAL 18
NEV 9
WYO. 1
UTAH
N D 2
MINN 8
S.D. 5
NEB 8
COL 21
KAN 13
IOWA 17
MO 22
WIS. 10
MICH 15
ILL 23
IND 16
OHIO 22
ARIZ 2
N M 2
OKLA 8
TEX 12
ARK 2
LA 2
MISS 2
ALA 3
GA 6
TENN. 3
KY 7
W VA 4
VA 19
N C 7
S C 1
FLA 2
PA 32
N Y 34
N J 40
CONN. 6
DEL 1
R I 2
ME 22

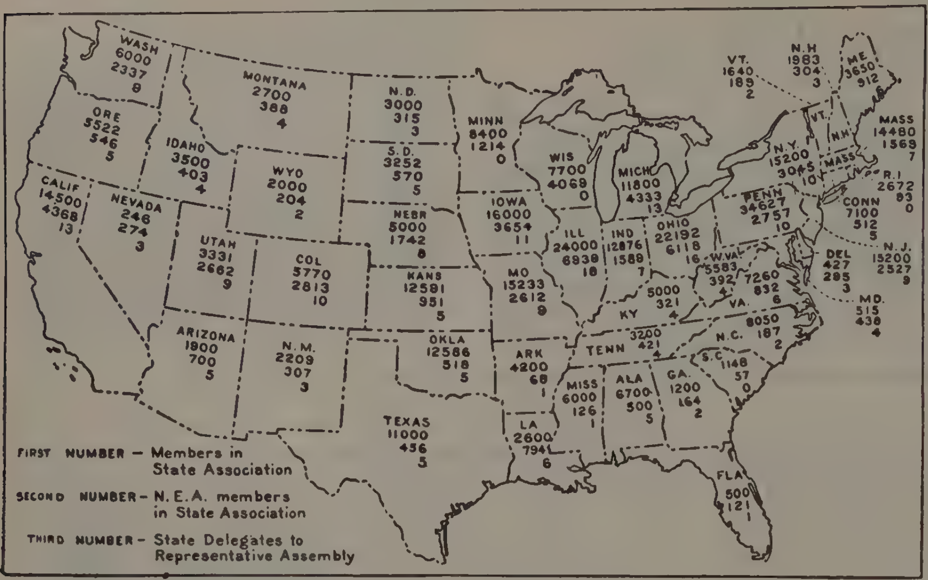

MAP SHOWING COMPLETE ENROLMENTS & 100% SCHOOLS
Complete Enrolments
100% Schools
WASH
MONT.
ORE
IDAHO
CAL
NEV
WYO.
UTAH
N D
S D
MINN
NEB
COL
KAN
IOWA
MO
WIS
MICH
ILL
IND
OHIO
ARIZ
N M
OKLA
TEX
ARK
LA
MISS
ALA
GA
TENN
KY
W VA
N C
S C
FLA
PA
N Y
VT
N H
MASS
ME
N J
DEL

Beginning with a slide showing the growth of the Association from 1898, President Hunter called attention to the year 1919 when the membership was more than doubled. In 1920 the membership again doubled.

The first map shown here indicates the widespread character of the affiliations with the National Education Association. The large circles indicate State affiliations, with all States affiliated except four. The small circles represent affiliated local associations with affiliated locals in almost every State in the Union. The numbers indicate the total number of local affiliations in each State.

"Our hope of success," says the report, "is great and the evidence is here found in the success of those State and local associations which have organized on a representative basis parallel to our own plan and have succeeded in their programs because they have thus organized, because they have had wise, constructive leadership, and have stood behind that leadership.

"You are all familiar with the platform of the National Education Asso-


WASH 6000 2337 8
MONTANA 2700 388 4
N.D. 3000 315 3
MINN 8400 1214 0
ORE 5522 546 5
IDAHO 3500 403 4
WYO 2000 204 2
S.D. 3252 570 5
WIS 7700 4069 0
MICH 11800 4333 13
CALIF 14500 4368 13
NEVADA 246 274 3
UTAH 3331 2662 9
COL 5770 2813 10
NEBR 5000 1742 8
IOWA 16000 3654 11
ILL 24000 6938 18
IND 12876 1589 7
OHIO 22192 6118 16
KANS 12581 951 5
MO 15233 2612 9
W.VA 5583 392 4
VA. 7260 832 6
KY 5000 321 4
ARIZONA 1900 700 5
N.M. 2209 307 3
OKLA 12586 518 5
ARK 4200 68 1
TENN 3200 421 4
N.C. 8050 187 2
S.C 1148 57 0
MISS 6000 126 1
ALA 6700 500 5
GA. 1200 164 2
TEXAS 11000 456 5
LA 2600 794 6
FLA 500 121 1
VT. 1640 189 2
N.H 1983 304 3
ME 3650 912
MASS 14480 1569 7
N.Y. 15200 3045 10
R.I 2672 83 0
CONN 7100 512 5
PENN 34627 2757 10
N.J. 15200 2527 9
DEL 427 285 3
MD. 515 438 4
FIRST NUMBER — Members in State Association
SECOND NUMBER — N. E. A. members in State Association
THIRD NUMBER — State Delegates to Representative Assembly

ciation. I have tried to epitomize that platform by selecting six first objectives as proposed in that platform. They are as follows:

"1. In every classroom in America a well qualified, professionally trained teacher, who is a loyal American citizen and who receives an adequate compensation.

"2. Elimination of the 25 per cent of illiteracy in our population as disclosed by the United States Army figures.

"3. The Americanization of all non-American elements in our population.

"4. Universal training for citizenship to an age approximating maturity—eighteen years.

"5. Equalization of educational opportunity for all of America's twenty-five million boys and girls.

"6. A leader of the educational forces of the country in the highest councils of the Nation—a Secretary in the President's Cabinet.

"These are the purposes for which we are fighting as a profession. They represent the things that are before us to do as an organized profession.

"As an Association we have not been idle since our change in viewpoint and the adoption of a National Program in working for the accomplishment of that program. Several great steps have been taken to bring about the ends we seek:

"1. Reorganized the N. E. A. upon a democratic basis with a representative form of government with a representative assembly as the governing body.

"2. Established a publication known as The Journal of the National Education Association to be sent to all members of the Association as a means of uniting the profession.

"3. Established a legislative commission to accomplish the objectives of the Association by the enactment of appropriate legislation.

"4. Established a commission for the co-ordination of all research agencies, studying the problems of education throughout the country.

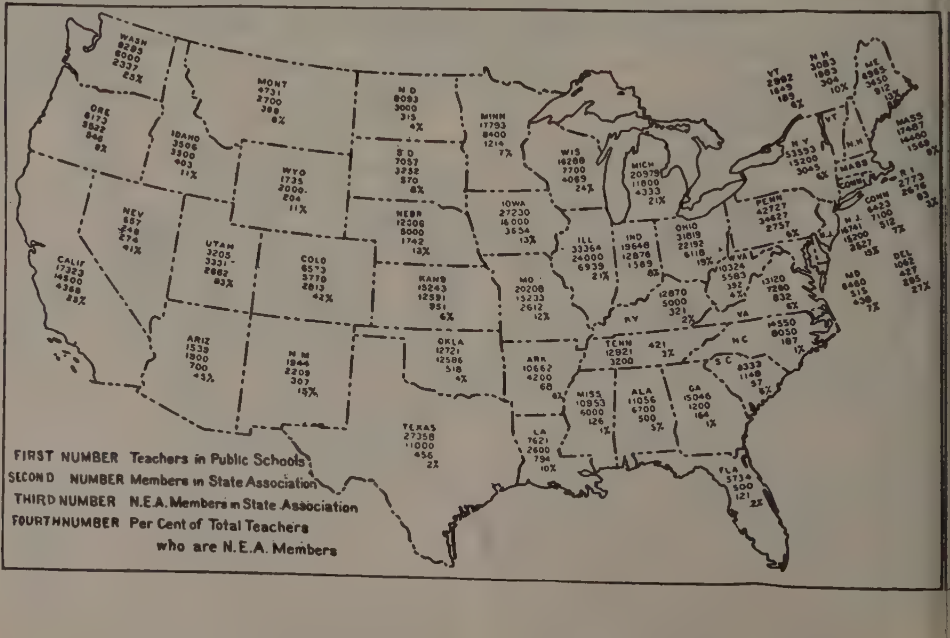
"5. Adopted a policy of a united profession behind a constructive program."

The second map shows the distribution of complete and one hundred per cent enrolments. The large circle represents a city or county school system or an institution with the total membership enrolled in the N. E. A. The small circles indicate single schools with a complete faculty enlisted as members of the National Education Association.

From the third map may be noted the widespread hold which the National Association has upon the Nation. Every State association with the exception of four as shown by this map has become an affiliated association of the National Education Association. The first figures show the membership of the various State associations; the second figures, the N. E. A. members in each State association; the third figures, the number of representatives sent by the association to the present Representative Assembly. Since this map was made, one of the four State associations shown here as not affiliated has become an affiliated association, leaving only three State associations outside the fold.

These figures reveal the strength of the army enrolled behind the National Education Association. Our total affiliated membership is 363,000. Sixteen of the State associations affiliated are on a delegate basis, and most of them have been supporting constructive legislative programs in their respective States. A total of 213 measures were proposed and supported by these associations during the last legislative session. It is true that the active membership of the Association is in the neighborhood of 75,000. When the teaching profession of the country fully realizes the work to be done, the active membership in the Association will grow by leaps and bounds. With the Association as a coherent, unified body actively functioning and standing for its great program, there can be no doubt as to the outcome.

The fourth map shows the number of teachers in the public schools of each of the States in the United States, the total number of members in each State association as indicated by the second numbers, the number of N. E. A. members in each association indicated by the third numbers, and the percentage of the total number of teachers in each State who are members of the N. E. A. In


FIRST NUMBER Teachers in Public Schools
SECOND NUMBER Members in State Association
THIRD NUMBER N.E.A. Members in State Association
FOURTH NUMBER Per Cent of Total Teachers who are N.E.A. Members

total number of members of the N. E. A. in the State association, Illinois ranks first with 6939; Ohio ranks second with 6118, California ranks third with 4368. In percentage of total number of teachers of the State who are members of the N. E. A., Utah ranks first with 83 per cent; Arizona, second with 45 per cent; Colorado, third with 42 per cent.

"This," concluded President Hunter, "gives you some conception of the wonderful piece of machinery known as the National Education Association, which is placed at the disposal of the teachers of America. Can we, standing 700,000 strong, learn to make use of our strength for the cause of public education in America?"

Education Divisions in Chambers of Commerce

NO MOVEMENT is more prophetic of better times for public education than the increasing recognition which it is receiving at the hands of business men. This growing respect for public education arises from a belief that physical, moral, and economic effectiveness have their foundations in the public schools—that without education business cannot continue to develop and prosper.

The organization of Education Divisions in Chambers of Commerce is an effective method of maintaining the spirit of co-operation between business and education. An excellent example of such co-operation is the educational division recently organized by the Chamber of Commerce of Memphis, Tennessee. The organization began with seventy-five members, one-third elected for one year, another third for two years, and the remainder for three years. It is planned to build up the membership to about one hundred persons representing every interest in the community. The chairman of this Educational Division is Mr. Thomas B. Hooker, a representative leader among the business men of Memphis. There are three vice-chairmen each in charge of a particular field of education. Mr. Joseph A. Fowler is vice-chairman in charge of educational interests in the city of Memphis. Mr. Robert Keebler is responsible for civic education. Miss Charl Ormond Williams is responsible for seeing that the Chamber of Commerce meets its obligation to promote education in Shelby County, in Tennessee, and in the Nation. The Memphis Chamber of Commerce has unanimously adopted the following platform:

"The Education Division of the Memphis Chamber of Commerce, realizing that the educational condition of the city is an index to its prosperity, that a Nation-wide system of efficient public schools is the best preparation for citizenship, and that upon such a system of schools the perpetuity of our free institutions depends, offers the following educational platform as its declaration of principles and urges for these fundamental bulwarks of education the hearty, co-operative support of every member and every division of the Chamber of Commerce and of all the people, not only of Memphis and Shelby County, but of the entire Memphis territory:

1. A competent well-trained teacher, in hearty accord with American ideals, in every public-school position.

2. Increased facilities for the training of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability to this important field of public service.

3. Equal salaries for equal service to all teachers of equivalent training, experience, and success.

4. A pension for the teachers who have grown old in service; that while a teacher is giving the best years of her life for the public good, she may rest secure in the knowledge of a protected old age.

5. Some form of tenure on the basis of efficient service; that the competent teacher may enjoy a degree of security in her position and not be dependent for her appointment and retention upon the whim of school boards or the favor of politicians.

6. A minimum term of eight months for all schools in the rural sections of this great Republic, and the enforced attendance of all children of school age, in order to further equalize educational opportunity.

7. The establishment of a Department of Education with a Secretary in the President's Cabinet, and Federal aid, to encourage and assist the States in the promotion of education, with the expressed provision that the management of the public schools shall remain exclusively under State control.

8. In every county a well-trained superintendent who gives all of his time to school work; sufficient salary to attract such a person and sufficient clerical and supervisory help to insure educational progress in the county.

9. Definite work in citizenship in every school—as a separate course or a correlated subject—to insure preparation on the part of the child for intelligent and active participation in the affairs of his community, county, State, and Nation.

10. Such vocational work in schools as will fit the child not only to take his place in the industrial world about him, but will make him realize the dignity of work and its necessity for complete living. Such vocational work we construe to mean agriculture and farm-shop work in rural schools; commercial courses, manual training, and similar courses in city schools; and home economics for girls in all schools, rural and city.

11. Such recreation and physical exercise during school time as will insure an alert and healthy condition of all the faculties of the child and will educate him for the proper use of his leisure time when he leaves school.

12. A program of health in all schools, including expert examination, periodic inspection, correction of faults and habits, and health instruction.

13. Expert supervision of school work to the end that schools may attain greater efficiency and make the largest possible contribution to public welfare.

14. Co-operation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.

The educational forces of Nebraska are asking for a Department of Education with the Secretary a member of the President's Cabinet. Public education has directly in charge one-fifth of the population of the United States and is a most important function of American Government.—J. H. Beveridge, Superintendent of Schools, Omaha, Nebraska.

The education of its future citizens is the most important function of a democracy. To place education in an inferior position is to admit that we do not properly understand and appreciate its function. The educators of Michigan are practically a unit in this viewpoint.—T. E. Johnson, State Superintendent of Public Instruction, Lansing, Michigan.

The* Journal *of the
National Education Association

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President, Charl Ormond Williams
Secretary, J. W. Crabtree

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The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

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Members are kindly requested to report at once any change of address, giving old as well as new address.

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National Conference on Educational Legislation

A CONFERENCE of representatives of organizations supporting the movement for a Department of Education was held at the National Education Association headquarters in Washington on October 1 and 2. The conference was one of the most representative ever brought together for the consideration of educational matters. It included representatives of leading National organizations of women, of labor, and of business, as well as of education.

Among the organizations represented were the National Education Association, the National Committee for a Department of Education, the General Federation of Women's Clubs, the National Society of the Daughters of the American Revolution, the National Congress of Mothers and Parent-Teacher Associations, the American Federation of Labor, the American Council on Education, the American Library Association, the Women's Christian Temperance Union, the Supreme Council of the Scottish Rite of Free Masonry, and several members of prominent Chambers of Commerce. Some of the representatives had come long distances to be present. All were enthusiastic in their support of a Department of Education with a Secretary in the President's Cabinet.

Dr. George D. Strayer, chairman of the Legislative Commission of the National Education Association, was chosen to preside over the conference, which considered ways and means of effectively promoting the Towner-Sterling bill, and particularly the establishment of a Department of Education, to which the organizations represented are committed. Mr. Hugh S. Magill, Field Secretary of the Association, stated clearly the situation in Congress with respect to education, and suggested plans of action which were agreed upon for carrying forward with renewed earnestness and enthusiasm the campaign for a Department of Education. Representative Towner and Senator Sterling also made able addresses.

Members of the National Education Association may well be proud of the growing prestige of the Association and of the willingness—even eagerness—of other National organizations of great influence to follow its lead in matters educational. The extent of this influence is expressed in a statement made by Judge Towner before the conference in speaking of the Towner-Sterling bill, in which he said: "No other measure of general legislation ever had back of it so large a group of people who have carefully considered and approved it."

Maintaining Salaries

THE MENACE of the untrained teacher was emphasized in the October JOURNAL in an editorial urging the importance of salaries high enough to enable the profession to command the services of competent trained teachers. To maintain salaries at an adequate level will require constant vigilance on the part of professional organizations—local, State, and National—and on the part of school boards, superintendents, and teachers generally.

No clear-thinking taxpayer, when he has the facts, would put salaries at a figure so small as to compel the teachers of his children to live on a lower standard than that maintained by the better section of the community. The taxpayer's self-interest demands that the influence of teachers be in favor of higher standards of living, which mean greater safety from crime, greater producing power, and, which is equally important, greater consuming power.

An industrial system could not exist at all if it had to depend upon a savage or barbarian constituency for the consumption of its products. The higher the general level of intelligence the greater the consuming power of a population. The best business men, knowing this, are solidly in favor of professional salaries for professional teachers. They recognize the danger of giving too much publicity to the occasional instances where salaries are reduced and of thus creating a false impression that salaries are being reduced generally—an impression which will not square with the facts. Too much publicity cannot be given the instances where salaries are maintained or increased and to the fact that teachers' salaries, which were hardly half adequate before the war, have at no time reached a satisfactory level except in comparatively small areas.

The Delegate System

A FULL MEASURE of professional unity among American teachers is an ideal that cannot be realized over night, but the Des Moines meeting gave many striking evidences that substantial progress toward this goal has been made.

SENATOR THOMAS STERLING, of South Dakota, who is sponsoring the Towner-Sterling bill in the Senate of the Sixty-seventh Congress. Senator Sterling has been a member of the Senate since 1913. He believes that the cause of education is gaining strength in administration circles.

The reorganization of the Association on a delegate basis is not only a long step in the right direction, but is undoubtedly the most important single step that has yet been taken. The smoothness with which the reorganization was effected, the good-will with which differences of opinion were reconciled and adjusted, and the spirit of harmony and co-operation that characterized all the sessions of the Representative Assembly were eloquent testimony to the clear foresight and keen insight of those who laid the plans and worked so strenuously and successfully for their fruition. It is appropriate to call attention to the important steps taken in bringing about the transformation.

The pioneer in the movement for a delegate system of government for the Association was William B. Owen. The committee of which he was chairman projected the idea and urged its adoption by the Association. When developments reached the stage in which the Association was about to take action on the plan, grave doubts were expressed regarding its legality under the Charter of the Association. At the Milwaukee meeting in July, 1919, it was definitely determined, on the advice of legal authorities, that it would be impossible to proceed further until an amendment to the Charter could be obtained from Congress. Accordingly, the active members of the Association authorized the Executive Committee to take the necessary steps to secure an amendment to the Charter of the Association which would make it possible to establish a representative form of government. The Committee on Reorganization was discontinued on the motion of its chairman, the active members expressing by amendment to the motion their appreciation of the excellent work which the committee had done.

In accordance with the instructions given, a bill was prepared and introduced in Congress amending the Charter of the Association by adding a new section, Section 12, specifically authorizing the Association to establish a representative form of government, the details of which should be determined by amendments to the By-laws of the Association. After many delays and the overcoming of numerous obstacles in Congress, the bill was finally passed by both houses and signed by President Wilson on May 13, 1920. As soon as the Charter amendments had been enacted a preliminary draft of amendments to the By-laws was prepared to put into effect the reorganization plan.

At the beginning of the Salt Lake City meeting, the Board of Directors considered these proposed amendments and after a thorough discussion, and the making of several changes, they were approved by the Board and ordered printed for the consideration of the active members. At the business session on Friday morning, July 9, the Drigg's amendment to the By-laws, amending the article on amendments by striking out the requirement that all amendments should lie over for one year, was adopted by an overwhelming vote, making possible the immediate consideration of the amendments to the By-laws which provided for the reorganization of the Association on a representative basis. The amendments which had been approved by the Board of Directors were then formally considered by the active members and were adopted in practically the form in which they were submitted. And so in less than two months after the Charter of the Association had been amended by Congress, the representative form of government was adopted, under which the business of the Association was transacted at the Des Moines meeting. The principles underlying the reorganization of the Association are as fundamentally sound and democratic as are the principles upon which our American form of government is founded. Resting on such a foundation the success of the Association is assured.

Better Pictures by Better People

THE IMMEDIATE refusal of the public to sanction the showing of films of a certain motion-picture star after the publication of grave charges is evidence of a wholesome sense of decency on the part of the American people. There are standards fixed in the minds of thinking people everywhere which are as inexorable as those fixed by legislatures and courts, and it may safely be predicted that regardless of the verdict of the court on the specific charges preferred in this case, the public will express its disapproval of licentious behavior by refusing to see pictures produced by stars of low character.

There are those in the motion-picture business who would put the task of entertaining the public on a high plane. The general effort on the part of picture producers to make contracts that will protect them from degenerate stars is evidence that they are trying to eliminate the undesirable element in the motion-picture industry. In this movement they will have the support of all teachers and others interested in keeping right ideals before the youth of the Nation.

Headquarters a Busy Place

AS THE JOURNAL goes to press early in October, headquarters is a busy place. In the Secretary's office, the work of collecting back dues and of getting new members is going forward effectively, while the general work of the Association is heavier than ever before.

In the office of the Field Secretary, a stream of correspondence and numerous conferences are making steady progress on the Association's legislative program.

In the Business Department, plans are under way for the commercial exhibits and other business arrangements for the Chicago and Boston meetings, while the campaign to sell advertising space in THE JOURNAL is being regularly carried on.

In the Department of Records and Accounts, the work of changing the addresses of thousands of members, who have moved during the summer, and of making addressograph plates for new members is requiring a considerable force of workers.

The mailing room is sending out daily truck loads of October JOURNALS and other printed matter.

In the Editorial Office the final touches are being put on the last pages of the volume of proceedings, the November JOURNAL—the largest yet published—is being made up, while plans are under way for the other numbers of the year. Publicity material on the Association's program is going out to one hundred school journals and to the other magazines and newspapers.

Back of all this work is a fine spirit of professional zeal striving to make every dollar of money and every ounce of energy achieve the maximum results for the cause of education and for the teachers of the Nation.

State Association Meetings 1921

TIME WAS when the annual meeting of a State association was its chief activity. No one joined except as he attended the meeting and dues were paid at the time of the meeting. Now every professionally-minded teacher joins the State association because he knows it is fighting the battles of all teachers in the State 365 days in the year. In the foremost associations dues are paid at any time during the year and go to maintain a permanent secretary and staff charged with responsibility for promoting the educational interests of the State. Although the annual meeting is not the main thing or perhaps the most important thing in the life of the State association, it has become more, rather than less important, with the growth in professional interest. This meeting is the inspiration-time of the year—a time when new visions are obtained and foundations laid in broader friendships for State-wide co-operation. The 1921 meetings of State associations are as follows:

Alabama Education Association. Date to be announced later.

Arizona State Teachers' Association at Mesa, November 21, 22, and 23.

Arkansas Educational Association at Little Rock, November 9, 10, 11, and 12.

California State Teachers' Association, Bay Section at San Francisco, October 3, 4, and 5; Central Coast Section at Santa Cruz, October 3, 4, and 5; North Coast Section at Eureka, October 10, 11, and 12; Northern Section at Sacramento, October 18, 19, 20, and 21; Southern Section at Los Angeles, week of December 19th.

Colorado Education Association, Western Division at Grand Junction, October 18, 19, 20, and 21; Southern Division at Pueblo, October 20, 21, and 22; Eastern Division at Denver, October 20, 21, and 22.

Connecticut State Teachers' Association at Hartford, New Haven, Norwalk and Norwich, October 28, 1921; and at Bridgeport, February 3 and 4, 1922.

Delaware State Teachers' Association at Dover, November 11 and 12.

District of Columbia Education Association, Washington, D. C., October.

Florida Educational Association at Orlando, December 28.

Georgia Educational Association at Columbus in 1922. Exact date to be decided later.

Idaho State Teachers' Association at Boise, November 23 and 24.

Illinois State Teachers' Association at Springfield, December 28, 29, and 30.

Indiana State Teachers' Association at Indianapolis, October 20, 21, and 22.

Iowa State Teachers' Association at Des Moines, November 3, 4, and 5.

Kansas State Teachers' Association at Topeka, Salina, Wichita, and Pittsburg, November 3, 4, and 5.

Kentucky Education Association at Louisville, April 12, 13, and 14, 1922.

Louisiana Public School Teachers' Association at Lake Charles, April 7, 8 9, and 10, 1922.

Maine Teachers' Association at Portland, October 27 and 28.

Maryland State Teachers' Association at Baltimore, November 25 and 26.

Massachusetts Teachers' Federation at Riverbank Court, Cambridge, October 15.

Michigan State Teachers' Association at Detroit, October 27 and 28.

Minnesota Educational Association at Minneapolis, November 2, 3, 4, and 5; Southwestern Division at Mankato, October 6, 7, and 8; Northeastern at Virginia, October 6, 7, and 8; Northwest Central at Moorhead, October 13 and 14; Northwestern at Crookston, October 19, 20, and 21; Northern at Bemidji, October 20, 21, and 22.

Mississippi State Teachers' Association, first week in May, 1922.

Missouri State Teachers' Association at St. Louis, November 2, 3, 4, and 5.

Montana State Teachers' Association at Great Falls, November 21, 22, and 23.

Nebraska State Teachers' Association at Omaha, November 9, 10, and 11.

Nevada State Teachers' Association. Biennially in even numbered years during week preceding Christmas.

New Hampshire State Teachers' Association at Concord, October 21 and 22.

New Jersey State Teachers' Association at Atlantic City, December 27, 28, and 29.

New Mexico Educational Association, November 21, 22, and 23.

New York State Teachers' Association at Buffalo, November 21, 22, and 23.

North Carolina Teachers' Assembly at Raleigh, November 23, 24, and 25.

North Dakota State Teachers' Association at Fargo, November 21, 22, and 23.

Ohio State Teachers' Association at Columbus, December 27, 28, and 29.

Oklahoma State Teachers' Association a Oklahoma City, February 9, 10, and 11 1922.

Oregon State Teachers' Association at Port land, December 28, 29, and 30.

Pennsylvania State Education Association a Altoona, December 27, 28, 29, and 30.

Rhode Island Institute of Instruction at Providence, October 27, 28, and 29.

South Carolina State Teachers' Association at Columbia, March 16, 17, and 18, 1922.

South Dakota Education Association at Huron, November 21, 22, and 23.

Tennessee State Association of Teachers.

Texas State Teachers' Association at Dallas, November 24, 25, and 26.

Utah Educational Association at Salt Lake City, October 20, 21, and 22.

Vermont State Teachers' Association at Rutland, October 12, 13, and 14.

Virginia State Teachers' Association at Richmond, November 22, 23, 24, and 25.

Washington Education Association at Bellingham, October 26, 27, and 28.

West Virginia Education Association at Huntington, November 3, 4, and 5.

Wisconsin Teachers' Association at Milwaukee, November 3, 4, and 5.

Wyoming State Teachers' Association at Thermopolis, October 12, 13, and 14.

NOTES *and* ANNOUNCEMENTS

F. L. PINET, secretary of the Kansas State Teachers' Association and managing editor of The Kansas Teacher, which is published by the Association as its official organ. The Kansas Association has grown during the past five years from about 5000 to more than 13,000 members.

Reservations for the meeting of the Department of Superintendence in Chicago should be made through Mr. M. G. Hogge, Chairman of the Housing Committee, 650 South Clark Street, Chicago, Illinois.

Information of special value to officers of State Education associations is to be collected at headquarters in accordance with the wish expressed by the Representative Assembly at Des Moines.

The headquarters office is being rearranged to provide for the growth in the Association's activities. The south half of the second floor, which was occupied last year by the Legation of Sweden, is now being used by the Association for office purposes.

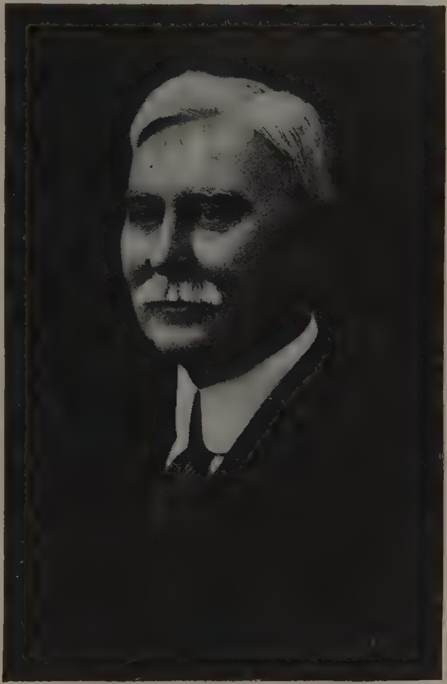
American Education Week—The October Journal announced that December 4 to 10 had been set aside as American Education Week by the National Education Association and the American Legion. The detailed plans for the observance of this week will be mailed directly to State, county, and city superintendents, to normal school and college presidents, and to others. The purpose is not to carry out a program which will interfere with the regular activities of the schools, but rather through articles and editorials in newspapers and periodicals, through conferences of civic leaders, through slides in picture theaters, through information carried by children to their parents, and through every other legitimate means to help the public to understand the primary importance of education in the life and community, State, and Nation.

Plans for the program of the Boston meeting were carefully considered by the President and the Executive Committee at their meetings on September 30 and October 1. The arrangement which appears to find most favor is that of devoting mornings to business sessions of the Representative Assembly, afternoons to the departmental meetings which are assuming increasing importance, and evenings to inspirational addresses, excepting on the Fourth of July which is to be given over to patriotic programs and exercises.

Letters are being sent to libraries suggesting their completing sets of the Association's Proceedings while volumes are still available. There is probably no single source of educational literature so rich and varied in content as the seven-foot shelf of these proceedings, which record the expansion of education and reflect the evolution of the thought of educational leaders on vital questions for over three-score years. These back volumes are being sold for $3.00 per copy. The supply will soon be exhausted as it already is for some numbers—for example, 1878, 1882, and 1885.

The Ohio State Teachers' Association, of which Superintendent Frank E. Reynolds, of West Park, is secretary, has the honor of being the first State association to pay its 1921-22 dues as an affiliated association of the National Education Association. All State associations, except three, are now affiliated with the National Association. The annual dues of affiliated State associations are $10.00 for each delegate with a maximum of $100.00. Each State association is entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Association, up to five hundred active members, and thereafter one delegate and one alternate for each five hundred of its members or major fraction thereof.

The American Country Life Association will hold its annual conference in New Orleans, November 10, 11, and 12. The officers of the association are: President, Kenyon L. Butterfield, president Massachusetts Agriculture College, Amherst; vice-president, A. R. Mann, Dean of New York State College of Agriculture, Cornell University, Ithaca; executive secretary, Charles J. Galpin; treasurer, Charles A. Jenkins; acting field secretary, Nat T. Frame. The American Country Life Association works in close co-operation with the Rural Department of the National Education Association.



JOHN ENRIGHT, who succeeds the late Calvin N. Kendall as Commissioner of Education of New Jersey. Mr. Enright, who was appointed assistant commissioner by Dr. Kendall six years ago, acted as commissioner during the illness of Dr. Kendall.

A study of teachers' salaries in New Jersey reported in *The School News* for September, 1921, indicates that 80 per cent of the schools reporting have increased salaries, 30 per cent have discontinued the war-time bonus, and 25 per cent have made this bonus a part of the salary. The increases reported range from one per cent to three hundred dollars.

Kellogg Library, of the Kansas State Normal School at Emporia, has issued an eighteen-page bibliography on school consolidation and related topics. The compilation is most timely, for the rural school problem is a most vital one. The references include many recent magazine articles. Some of the topics on which references are given are: Rural Attitude Toward Education, Rural Life as Affected by Transportation, Community Surveys, The County Unit, Teacher Housing, Community Recreation, and School Publicity. This bibliography may be obtained for fifteen cents a copy by applying to the Kellogg Library, Emporia, Kansas.

Thanksgiving Day of this year, November 24, is the three-hundredth anniversary of the first thanksgiving held by the Pilgrims in Plymouth, Massachusetts. The Pilgrims expressed sincere thanks that the health of the members of the colony had been restored and that food was plentiful for the winter. Their neighbors, the Indians, had been invited to join in this feast of thanksgiving. This Pilgrim colony, whose descendants are living all over the United States, drew up a compact which was signed in the cabin of the *Mayflower* before landing. The members of the colony covenanted together and formed themselves into a body politic "to enact, constitute, and frame such just and equal laws, ordinances, acts. and offices, from time to time, as should be thought meet and convenient for the general good of the colony."

Calvin N. Kendall, until recently Commissioner of Education for the State of New Jersey, one of the foremost educators of America, died at his home in Trenton, New Jersey, September 2, 1921. He was born in Augusta, New York, February 9, 1858.

Dr. Kendall's success as an educator may be attributed to his careful training in college, his painstaking efforts to realize his ideals for education by solving any problem in school administration or supervision that he encountered, and his exceptional ability to inspire his confrères with enthusiasm and confidence. Few educators have been able to find, guide, and inspire as many young men and women in education as did Dr. Kendall.

His experience covered a wide range of activities. From a teacher in the rural schools of New York State and principal of the high school at Jackson, Michigan, he became superintendent of the Jackson schools, a position he held for four years. Subsequently he became superintendent of schools in Saginaw, Michigan; New Haven, Connecticut; and Indianapolis, Indiana. From 1911 until his death he was Commissioner of Education in New Jersey.

Dr. Kendall also served in many positions of professional leadership. He was president of the Council of Education in Connecticut, president of the Connecticut and of the Indiana State Teachers' Associations as well as the New Jersey Council of Education. In 1920 he became president of the Department of Superintendence of the National Education Association.

He was joint author, with Reuben Thwaites, of a HISTORY OF THE UNITED STATES; with George A. Mirick, of HOW TO TEACH THE FUNDAMENTAL SUBJECTS AND HOW TO TEACH THE SPECIAL SUBJECTS; with Florence E. Stryker, of HOW TO TEACH HISTORY IN THE ELEMENTARY SCHOOLS.

During his busy career he found time to be an inspiring friend to the children of the elementary and high schools and to the young men and women in colleges. He kept in touch with men of affairs. Believing whole-heartedly in youth and its opportunities, he worked without ceasing for the betterment of the cause of education and devoted his life to improving educational facilities for the youth of America.

Two nation-wide prize essay contests in behalf of safety education are announced by the Highway and Highway-Transport Education Committee which was appointed by the Commissioner of Education last May.

The first contest includes five hundred prizes for the best essay on safety by grammar-school children of the United States. All grammar-school children fourteen years of age or under are eligible. In addition to the State prizes, there are three National prizes. The first National prize includes a trip to Washington and a gold watch. The second National prize is a gold loving cup, and the third National prize is a silver loving cup. Prizes are to be awarded in each of the States and territories, including the District of Columbia, the Canal Zone, Alaska, the Philippines, and Porto Rico, as follows: First prize, gold medal and $15 in cash; second prize, silver medal and $10 in cash; third prize, bronze medal and $5 in cash. The third prizes will vary in number in the different States, being prorated among the different States in proportion to the number enrolled in the grammar grades. The essays are to be about five hundred words in length.

The second contest is for grammar-school teachers. One thousand dollars is offered for the best lessons in safety education. The awards in the teacher contest are as follows: First prize, $500 cash and a trip to Washington; second prize, $300 cash; third prize, $200 cash. Each contestant is to submit an outline of a plan for a classroom lesson which will instruct children in how to avoid accident when on the street.

Both of these prize contests are available due to the generosity of the National Automobile Chamber of Commerce, New York, N. Y. Announcement will be made in the press regarding the rules and regulations, as well as through posters. Teachers and school officers who desire further information should address the Director of Highway and Highway-Transport Education, Professor C. J. Tilden, Willard Building, Washington, D. C. In view of the enormous loss of life by preventable accidents, every worthy effort to promote safety merits the support of educators.

Department of Superintendence

AS ANNOUNCED by President Jones in the September number of THE JOURNAL there will meet with the Department of Superintendence at Chicago, February 27 to March 2, 1922, twelve other organizations representing administrative service or closely allied interests.

The officers of the departments and associations are as follows:

Superintendence

President, R. G. Jones, Superintendent of Schools, Cleveland, Ohio.
Vice-President, Will C. Wood, State Commissioner of Education, Sacramento, Calif.
Second Vice-President, E. C. Broome, Superintendent of Schools, Philadelphia, Pa.
Treasurer, Ira B. Bush, Superintendent of Schools, Erie, Pa.
Secretary, S. D. Shankland, Superintendent of Andrews Institute, Willoughby, Ohio.
Executive Committee, Jesse H. Newlon, Superintendent of Schools, Denver, Colo.; Frank Cody, Superintendent of Schools, Detroit, Mich.; Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio; J. H. Beveridge, Superintendent of Schools, Omaha, Nebr.

National Council of Education

President, Homer H. Seerley, President of Iowa State Teachers' College, Cedar Falls, Iowa.
Vice-President, Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.
Secretary, Adelaide Steele Baylor, Federal Agent for Home Economics, Washington, D. C.

Elementary School Principals

President, Leonard Power, Principal of the Franklin School, Port Arthur, Texas.
Vice-President, Katherine D. Blake, Principal Public School No. 6, New York, N. Y.
Secretary, J. Bracken, Public Schools, Duluth, Minn.

Rural Education

President, Ernest Burnham, State Norm School, Kalamazoo, Mich.
Vice-President, J. C. Muerman, Speciali in Rural Education, Bureau of Educatio Washington, D. C.
Secretary, Mabel Carney, Professor of Rur Education, Teachers' College, Columbi University, New York, N. Y.

Vocational Education

President, Wilbur H. Bender, State Directo of Vocational Education, Des Moine Iowa.
Secretary, Alma Merwin, State Supervisc of Home Economics, Des Moines, Iowa.

City Training School Section

Chairman, Norman W. Cameron, Directo of Training of Teachers, Baltimore, Mc
Secretary, Edward E. Hill, Head of Department of Social Science, Chicago Norma College, Chicago, Ill.

National Association of Directors of Educational Research

President, Harold A. Rugg, Teachers' College, Columbia University, New Yor N. Y.
Secretary, E. J. Ashbaugh, University c Iowa, Iowa City, Iowa.

National Association of High School Supervisors and Inspectors

President, H. A. Hollister, University of Ill nois, Urbana, Ill.
Secretary, J. B. Edmonson, University c Michigan, Ann Arbor, Mich.

National Association of Secondary School Principals

President, Merle Prunty, Principal of Central High School, Tulsa, Okla.
Vice-President, William A. Wetzel, Principal of Trenton High School, Trento N. J.
Secretary, H. V. Church, Principal of Sterling Morton High School, Cicero, Il

National Council of Primary Education

President, Ella Victoria Dobbs, Assistan Professor of Industrial Arts, Universit of Missouri, Columbia, Mo.

National Council of State Departments of Education

President, P. E. McClenahan, State Superintendent of Public Instruction, Des Moine Iowa.
Secretary, George H. Reavis, Assistant Stat Superintendent of Schools, Baltimore, Mc

National Society of College Teachers of Education

President, Henry W. Holmes, Harvard Un versity, Cambridge, Mass.
Secretary, Florence E. Bamberger, Joh Hopkins University, Baltimore, Md.

National Society for Study of Education

President, F. J. Kelly, Dean of the School c Education, University of Kansas, Lawrence, Kans.

Minutes of the Des Moines Meeting

Complete Minutes of the Fifty-ninth Annual Meeting of the National Education Association,
Held in the Coliseum at Des Moines, Iowa, July 5, 6, 7, and 8, 1921

FIRST BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—President Fred M. Hunter called the meeting to order at 9 A. M., Tuesday, July 5, and announced a short recess until the delegates could take their proper places. The delegates were seated in groups by States.

The President announced that the first business in order was the report of the Credentials Committee. Dr. Wright, of North Carolina, chairman of a sub-committee appointed by the Credentials Committee, reported that the committee had gone over the lists of names with the Secretary and that the credentials of four hundred and sixty-eight delegates, whose names were submitted in the report, were approved, and recommended that they be seated in the Assembly. It was further reported that there were many other delegates who had not yet submitted credentials, and recommended that such delegates be accepted and seated on the presentation of the delegate's badge together with the official credential card furnished by the Secretary and endorsed by the Committee. Dr. Wright moved the adoption of the report. The motion was seconded and carried. (The complete list of delegates constituting the Representative Assembly is on file in the Secretary's office and will be published later.)

The President announced that in the preparation of a program he had found it impossible to crowd all the important reports into the business sessions, and that some of these reports would be made at the general sessions and later taken up in the Representative Assembly for such consideration and action as might be determined.

Dr. W. B. Owen, of Illinois, moved the appointment of a Committee on Rules, consisting of seven delegates. The motion was seconded and carried unanimously. The President appointed the following as the Committee on Rules: Dr. Owen, of Illinois, Chairman; Miss Pond, of Nebraska; Miss Force, of Colorado; Miss MacGregor, of Minnesota; Mr. Oberholtzer, of Oklahoma; Mr. Brooks, of North Carolina; Mr. Engleman, of Illinois.

The Secretary was recognized and read a number of announcements. The President called upon Mr. Ira B. Bush, of Pennsylvania, to present the report of the Committee on Visual Education. President Hunter announced that this report and others presented at this session would be taken up for discussion and such action as might be determined at a later session of the Representative Assembly. Mr. D. B. Waldo, of Michigan, next presented the report of the Committee on Salaries. Immediately after the presentation of this report, Miss Haley, of Illinois, entered a formal protest against receiving the report and taking action thereon on the ground that the committee having this subject in charge had not met and passed upon the report, and that, therefore, it should be referred back to the committee appointed by the Association. President Hunter announced that Miss Haley's protest would be entered in the record and that it would be considered when the subject was taken under consideration at a later session.

THIS BUILDING, which is the new home of the National Education Association, is centrally located on the corner of Sixteenth and M Streets Northwest, diagonally across from the National Geographic Society. It is a four-story structure eighty-five by forty-two feet. Part of the third floor is leased to the National Congress of Mothers and Parent-Teacher Associations.

Miss Charl Ormond Williams, of Tennessee, then read the report of the Committee on Tenure. When Miss Williams had finished her report, Miss Haley, of Illinois, entered a formal protest against its consideration, stating that her reasons therefore were the same as those given by her with respect to the report of the Committee on Salaries; namely, that because the committee authorized by the Association to consider the subject had not met and passed upon the report, it should therefore be referred back to the committee. President Hunter announced that Miss Haley's protest would be entered in the record and considered when the matter was taken up at a later session of the Representative Assembly. It was agreed that a similar protest by Miss Haley should be entered against the report of the Committee on Pensions, which was to be presented next.

Dr. Pearse, of Wisconsin, called attention to the fact that the hour had arrived for the beginning of the departmental meetings, and moved that the Representative Assembly adjourn until 9 A. M. Wednesday. President Hunter announced that the report of the Committee on Pensions was brief, and suggested that it would be well, if possible, to hear that report before adjournment. Attention was called to the fact that the meeting of the Nominating Committee was set for 9 A. M. Wednesday, which would conflict with the regular meeting of the Assembly. Secretary Crabtree stated that the time of meeting of the Nominating Committee was fixed by the By-laws and could not be changed. President Hunter then put the motion to adjourn until 9 A. M. Wednesday. The motion was lost. Thereupon Mr. J. W. Carr, of Kentucky, presented the report of the Committee on Pensions. At the close of the presentation of this report, 10:40 A. M., the Representative Assembly took a recess until 9 A. M. on Wednesday, July 6th.

Wednesday, July 6, 1921

SECOND BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—The Assembly was called to order by President Hunter at 9 A. M., whereupon, in accordance with the program of the meeting, the President presented his report, which was enthusiastically received.

President Hunter next called upon Dr. George D. Strayer, of New York, who was recognized to present the report of the Legislative Commission. Miss Cornelia S. Adair, of Virginia, Chairman of the Committee on Financing Delegates, was called upon to present the report of this committee. Dr. Owen, of Illinois, was next recognized to present the report of the Committee on Rules. The following rules were recommended to govern the procedure of the Representative Assembly and after some discussion were adopted:

1. *Seating and Organization of Delegates.* The delegates from the several States, territories, and districts shall be seated in a body. Each State delegation shall elect a chairman of the delegation to serve through the annual meeting.

2. *Delegates and Alternates.* In the absence of a delegate from any meeting of the Representative Assembly, the alternate shall have the right to vote in his stead. In the absence of a delegate and his alternate, no other person shall be authorized to vote in their stead. Where a State or local affiliated association is represented by more than one delegate and alternate, in the absence of any delegate from the meeting of the Representative Assembly, the delegates from that State or local affiliated association shall select the alternate to act.

3. *Debate.* In debate on any motion, each speaker shall be limited to five minutes unless his time be extended either (1) by unanimous consent or (2) by vote of the Representative Assembly.

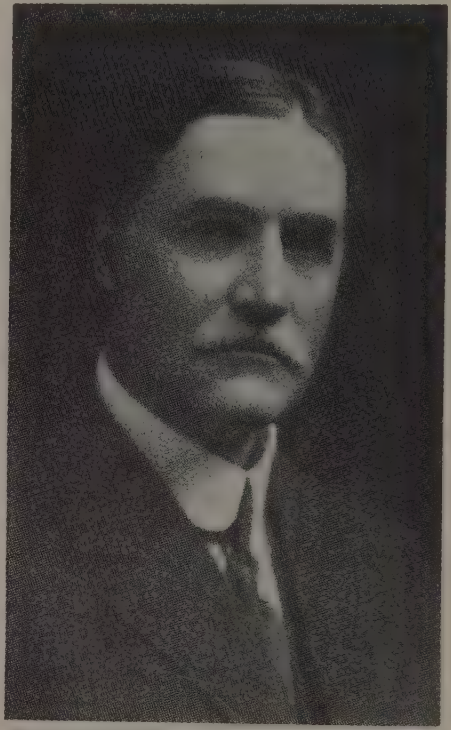
4. *Voting.* No person may cast more than one vote in the proceedings of the Representative Assembly. In taking of a roll call, the roll shall be called by States; the chairman of each State delegation shall announce the ayes and noes on the question.

5. *Parliamentary Procedure.* *Roberts' Rules of Order* is adopted as the authority on parliamentary procedure.

President Hunter announced that the time for the consideration of reports had come, and that, since Miss Haley, of Illinois, had entered a formal protest against the consideration of certain reports, he would entertain a motion by Miss Haley on that subject. Miss Haley was called to the platform, and after a brief discussion, moved that the reports on Salaries, Tenure, and on Pensions be referred to the Committee on Salaries, Tenure, and Pensions of the Association. The motion was seconded. Miss Haley asked for the ruling by the Chair as to whether or not there was a Committee on Salaries, Tenure, and Pensions. The President declined to make a ruling on this point, stating that if he did so, in accordance with his opinion, he would have to rule Miss Haley's motion out of order and he did not wish to do this but wished the question decided upon its merits. Whereupon Miss Haley proceeded to discuss her motion.

When Miss Haley had proceeded for a few minutes, Dr. Wright, of North Carolina, made a point of order that the five minutes allotted her had elapsed. The President ruled that Miss Haley had one minute, whereupon she proceeded with her discussion. When this time had elapsed the President asked unanimous consent to permit Miss Haley to speak for two more minutes, and ruled that unanimous consent was given. Whereupon Miss Haley proceeded with the discussion of her motion. President Hunter called Dr. Strayer to the chair, and taking the floor, proceeded to discuss Miss Haley's motion. When five minutes had elapsed the Chairman (Dr. Strayer) so announced and asked unanimous consent of the body to continue for two more minutes, which consent was given, and Mr. Hunter continued. At the close of his discussion President Hunter resumed the chair.

Mr. Hathaway, of Florida, offered as a substitute motion that the full course and action of the President and Executive Committee taken with respect to the reorganization of the Committee on Salaries, Tenure, and Pensions, and the constituting of three sub-committees to report on these three subjects, be made legal and binding. The substitute motion was seconded, and after some discussion, was carried. Mr. Hathaway then moved that the reports of these three sub-committees be received. Miss Haley asked if they were to be received as reports of three separate committees, and the President ruled that they were the reports of the reconstituted general committee. Before the vote on the motion was taken, Miss Haley announced that she wished to file her protest in the record against a report of a committee being presented and received when the committee, of which these sub-committees are component parts, did not meet and did not have an opportunity to see the reports. The President ordered Miss Haley's protest filed in the record, whereupon the motion to receive the reports was duly put and carried.



CARROLL GARDNER PEARSE, chairman of the board of trustees of the National Education Association and formerly its Treasurer and President, is president of the State Normal School at Milwaukee, Wisconsin. He has been active in the affairs of the Association since 1891 when he first became a member.

President Hunter asked unanimous consent to dispense with the further discussion of reports received in order that the regular program announced to begin at 10:30 might proceed, whereupon at 11:25 A. M., the Representative Assembly took a recess until 9 A. M. Thursday, July 7th.

Thursday, July 7, 1921

THIRD BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—The Assembly was called to order by President Hunter at 9 A. M. The Secretary was called upon and made a number of important announcements, one being that the attendance had gone beyond the five thousand mark.

The President announced that in accordance with the By-laws he had appointed the following Auditing Committee: Mr. Hawkins, of Ohio, Chairman; Miss Hamilton, of Minnesota; and Mr. Rice, of Oregon.

Dr. W. B. Owen was introduced and presented the report of the Commission on the Reorganization of Secondary Education, on behalf of Dr. Kingsley, Chairman of the Committee.

Mr. Hugh S. Magill, Field Secretary of the Association, next presented his report. He was followed by Mr. Arthur H. Chamberlain, who presented the report of the Committee on Thrift Education.

The President announced that there are now officially before the Representative Assembly the committee reports made on Tuesday forenoon at the first business session on Salaries, Tenure, and Pensions; those made on Wednesday forenoon at the second business session by the President and by the Chairman of the Legislative Commission; and those presented this morning at this, the third business session.

The President further stated that the following reports had been presented at the general sessions but not at the official meeting of the Representative Assembly: Report of Editor-in-Chief of the Journal; Report of the Committee on Reorganization of Elementary Education; Report of the Committee on Sources of Revenue; Report of the Committee on Health Problems in Education; and the Report of the Committee on Illiteracy. The President ruled that these last named reports were not officially before the Representative Assembly, and that a motion would be necessary to bring them before the Assembly for such action as the Assembly might wish to take.

Dr. J. W. Abercrombie, of Alabama, moved that the list of reports named by the President as having been given before the general sessions be officially received by the Representative Assembly for such action thereon as might be determined by the Assembly. The motion was seconded and carried.

Dr. Owen, of Illinois, on behalf of Dr. Woods, of the Committee on Health Problems in Education, presented the following recommendations of the committee, and moved their adoption: That the Committee on Health Problems in Education, originally appointed under the National Council of

Education, be continued as a Committee on Health Problems in Education of the National Education Association, and that this committee be authorized; *first,* to continue its program with the coöperation of a similar committee of the American Medical Association; *second,* to enlist the coöperation of other organizations and agencies qualified to furnish desirable coöperation; *third,* to encourage the organization in each State of a Committee on Health Problems in Education by the State teachers' association, to coöperate with a similar committee of physicians appointed by the State medical societies in the several States. The motion to adopt was seconded and carried.

Dr. Owen reported the recommendations of the Committee on Sources of Revenue and moved their adoption. After considerable discussion regarding the form in which the recommendation should be presented, and the suggestions of several amendments which were accepted by Dr. Owen, the motion was presented in the following form:

> 1. That the Executive Committee be authorized to establish as soon as the finances of the Association would permit, a department of investigation and research in the Secretary's office at Washington.
>
> 2. That the head of this department be a trained student of economics and statistics.
>
> 3. That this department inaugurate immediately a continuing service to the affiliated State and local associations with respect to the sources of school revenue and finances through THE JOURNAL of the Association, and through bulletins and more comprehensive studies.
>
> 4. That these studies contemplate the development of a comprehensive standard treatment of the whole subject of school economics.
>
> 5. That the Association invite the affiliated State associations to create State committees on revenue to coöperate with the department at the National headquarters, and with the Committee on Sources of Revenue of the Association.

The motion to adopt was seconded and carried.

Mrs. Bradford, of Colorado, was then recognized and addressed the Assembly, calling particular attention to the two great meetings of the Association, the Annual Meeting in July, and the meeting of the Department of Superintendence in February, suggesting that these should be combined into one great meeting, and to that end moved that the Executive Committee be requested to conduct a careful investigation of the advisability of holding annually one great meeting, a union of these two meetings; and that after such an investigation the Executive Committee be empowered to bring about such a change, if the Committee should think advisable. The motion was duly seconded. Mr. Moore, of Illinois, moved to amend the motion requiring the Executive Committee to report their conclusions back to the Representative Assembly for action.

The President ruled that the motion and the amendment were both unnecessary, and that because the By-laws give the Executive Committee full power without any action by the Assembly, but that the motion was valid in so far as it requested the Executive Committee to investigate the matter.

Mr. Hathaway, of Florida, offered as a substitute motion that the Executive Committee be requested to make a thorough investigation and report its findings to the Representative Assembly at the next annual meeting for such action as the Assembly might wish to take. The substitute motion was seconded, and after discussion was voted upon and carried.

The President announced that he had called a meeting of the presidents of the departments on July 3 as announced at the Atlantic City meeting, and that at this meeting the presidents of the various departments discussed the necessity of amendments to the By-laws to set out more clearly the powers and limitations of the different departments of the Association; that at this meeting a committee was appointed to prepare such proposed amendments to the By-laws, which amendments had been unanimously approved by the presidents of the different departments and ordered printed and distributed for the consideration of the Representative Assembly; that these proposed amendments were now in the hands of the delegates; and that at a later session the committee would ask unanimous consent of the Representative Assembly to have these proposed amendments to the By-laws considered for immediate adoption.

WALTER P. MORGAN, president of the Department of Normal Schools of the National Education Association 1921-22, has been president of the Western Illinois State Teachers' College, Macomb, Illinois, since 1912. Mr. Morgan is past-secretary of the National Council of Normal School Presidents and Principals.

Dr. Culbertson, of Iowa, moved that the Executive Committee be requested to consider the recommendation of the Field Secretary for an assistant. The recommendation of the Field Secretary referred to in this motion was made in his oral report to the Representative Assembly, and was as follows:

> I think the Association should have some one at the headquarters' office to take charge of the important work of collecting information from all parts of the country that will be of value to State and local associations. In other words, the National Education Association should be a clearinghouse for such information as State and local associations may need in carrying forward their programs.

The motion was seconded by Mr. Mathews, of Arizona, and carried.

In reply to an inquiry from Dr. Owen, of Illinois, as to when amendments to the By-laws would be considered the President announced that full opportunity would be given at the business session tomorrow, Friday, for such business of that nature as any member of the Representative Assembly might desire to bring up. Whereupon the Representative Assembly adjourned to meet Friday at 9 A. M.

Friday, July 8, 1921

FOURTH, AND FINAL, BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—President Hunter called the Assembly to order promptly at 9 A. M. and announced a recess of a few minutes while the delegates were being seated. The session was then called to order for business.

The Secretary was introduced and made a number of announcements—that the new Board of Directors would meet this afternoon at 2 o'clock; that the Executive Committee would meet at the close of the meeting of the Board of Directors; and that the Board of Trustees would meet at 4 o'clock; all these meetings to be held on the mezzanine floor of the Fort Des Moines Hotel.

President Hunter announced that the first order of business would be the report of the Secretary which had been printed and was in the hands of the delegates. Secretary Crabtree made a brief oral report emphasizing some of the points brought out in his printed report. On motion duly seconded the report of the Secretary was received and placed on file.

Miss Cornelia S. Adair, Treasurer of the Association, was introduced to present the Treasurer's report. She stated that the official report had been printed and placed in the hands of the delegates; that it had been duly audited by a firm of auditors appointed by the President, and that it had also been audited and approved by the Auditing Committee of the Association. She then presented a supplemental report, which she asked to be considered as a part of her complete report. In this supplemental report the Treasurer made two specific recommendations: First, that a closer coöperation between local and State associations and the National Association be brought about, and that the dues for all be arranged on a budget plan and collected by the local association; and, second, that active members of the Association be made active members for life on payment of one hundred dollars, said amount to be added to the Permanent Fund of the Association.

After considerable discussion, and in reply to inquiries made by delegates, the President ruled that in accordance with the By-laws, the life members recommended in the Treasurer's report would have the same powers as other active members, and no more. A motion to receive and adopt the report of the Treasurer, including her supplemental report and its recommendations, was seconded and unanimously carried. The report of the Treasurer is as follows:

Treasurer's Report

From June 1, 1920 to May 31, 1921

Deficit brought forward from Treasurer's Report for year ended May 31, 1920		$6,394.12

Receipts

From Annual Meeting		$2,296.00
From Membership, Atlantic City Meeting of Department of Superintendence		4,037.00
From Secretary's Office during the Year:		
Membership Fees	$78,914.00	
Subscriptions to N. E. A. JOURNAL	22,491.00	
Sale of Volumes of Proceedings	643.99	
Sale of Special Reports	370.07	
Special Contributions	35.50	
	$102,454.56	
From Income from Permanent Fund	4,276.04	
From Commercial Exhibits	9,921.97	
From Advertising in N. E. A. JOURNAL	5,180.83	
From Interest on Bank Balances	7.00	
From Loan from Continental Trust Co.	5,000.00	
From Miscellaneous Income (Exchange, etc.)	73.88	
		126,914.88
		$133,247.88

Expenses

Board of Trustees—Expenses			$875.44
Executive Committee:			
President—			
Mrs. Preston..	$660.02)	$2,014.60	
(Mr. Hunter..	1,354.58)		
First Vice-President		187.06	
Treasurer		326.66	
Chairman, Board of Trustees		518.21	
Member by Election		178.84	
			3,225.37
General Secretary's Office:			
Salary of Secretary		$6,000.00	
Postage		5,798.93	
Telephone and Telegrams		1,054.19	
Express and Freight		195.67	
Clerical Services		27,832.96	
Rent, Light, Power, Heat, Janitor		5,414.94	
Stationery and Office Supplies		3,180.43	
Traveling		579.44	
Insurance		126.93	
Legal Service		250.00	
Surety Bonds		92.50	
Interest		173.52	
Repairs—Office Furniture and Fixtures		470.31	
Miscellaneous Expense		684.20	
			51,854.02
Field Secretary's Office:			
Salary of Field Secretary		$7,200.00	
Salaries of Assistant Field Secretaries		2,850.00	
*Traveling, Clerical Service, etc.		5,862.56	
			15,912.56
Express and Freight:			
Distribution of Volumes			961.46
Printing:			
Proceedings (1920)		$10,149.89	
Reprints		59.75	
Special Reports		146.26	
Executive Committee Bulletins		6,389.40	
N. E. A. JOURNAL		20,924.77	
Miscellaneous		4,569.71	
			42,239.78
Special Appropriations:			
Committee on Reorganization Sec. Educ.		$121.43	
Committee on Health Education		490.69	
Committee on Organization Elementary Educ.		174.83	
Illiteracy Commission		177.15	
Legislative Commission		1,833.64	
			2,797.
Auditing Accounts of the Asciation		$687.77	
Unclassified Expenses:			
Purchase of Volumes	$62.36		
Christmas Bonus	100.00		
Subscriptions to Journals	14.25		
Press Clippings	135.00		
Moving Expenses to 1201 16th St.	232.19		
Miscellaneous	21.15		
		564.95	
			1,252.
Annual Convention:			
Department Expenses		$126.65	
State Directors		622.84	
Clerical Services:			
Registration Bureau	$420.40		
Post Office	79.50		
		499.90	
Publicity		1,696.78	
Printing:			
Programs	$588.70		
Miscellaneous	317.60		
		906.30	
Stationery and Office Supplies		133.11	
Telephone and Telegrams		85.44	
Miscellaneous:			
Speakers on Program	$422.15		
Legal Service	25.00		
Badges	125.90		
Expenses of Asst. Secy.	421.19		
		994.24	
			5,065.
Department of Superintendence:			
Expenses of President		$63.61	
Clerical Services:			
Registration Bureau	$82.61		
Stenographic Service	25.75		
		108.36	
Publicity		926.24	
Printing:			
Programs	$860.15		
Miscellaneous	35.40		
		895.55	
Telegrams		1.74	
Miscellaneous:			
Expenses of Secretary	$96.95		
Expenses of Mr. Crabtree to Trenton	112.57		
Speakers on Program	395.58		
Music	287.91		
Flowers for Mr. Kendall	51.62		
Expenses—Miss Hawley	20.11		
Pullman Service, Penn. Rd.	58.32		
Sundry Expense	29.06		
		1,052.12	
			3,047.
Payments in respect of Appropriations for previous year			1,708.
Payments on Loans from Continental Trust Co.			5,300.
Purchase of Office Furniture and Fixtures			5,199.
Depreciation on Furniture and Fixtures			184.
			$139,624.

CORNELIA S. ADAIR, of Richmond, Virginia, Treasurer of the National Education Association, whose recommendation that provision be made for the payment of dues for life, was adopted by the Representative Assembly at Des Moines. Miss Adair is past-president of the National League of Teachers' Associations.

Summary of Expenditures

Expenditures made during year for Current Expenses, repayment of loans, and purchase of equipment	$126,882.
Expenditures made during year for Previous Year's Expenses	1,708.
Total Expenditures for the Year	$128,591.
Depreciation Reserved	184.
Expenses of Current Year unpaid at May 31, 1921	10,848.
	$139,624.

Cash Summary

Receipts for Year ended May 31, 1921	$133,247.
Overdraft at May 31, 1920	6,394.
	$126,853.
Disbursements for the Year	128,591.
Overdrawn by Treasurer May 31, 1921	$1,737.

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* NOTE.—Mr. Magill's total traveling expenses for the year as Field Secretary, exclusive of items charged to Legislative Commission, were $1,540.84. His total receipts in honorariums and payments to apply on expenses, and turned over by him to the Association were $1,701.15, or $160.31 more than his total traveling expenses.

Certificate of Auditors

To the President of the National Education Association:

We have audited the accounts of the National Education Association, and of the Treasurer, and of the Secretary, for the year ended May 31, 1921, and certify that the foregoing statement of Income and Expenses is correct, and is in accordance with the books of the Association. The Secretary's Working Fund of $5,000.00 has also been verified by us.

MARWICK, MITCHELL, CO.

New York, June 20, 1921.

Mrs. Josephine Corliss Preston, of Washington, First Vice-President of the Association, presented the report of the Executive Committee. Mrs. Preston stated that the report had been printed and was in the hands of the delegates, and that it included the budget for the ensuing year, with estimated income and expenditures and also the recommendations of the Executive Committee on appropriations for the different committees of the Association, and the specific recommendation that all committees of the Association and of its departments terminate with this meeting and that hereafter the life of all committees automatically terminate at the end of the year for which appointed, except such as are continued by vote of the Representative Assembly.

Mrs. Preston moved that the report and recommendations of the Executive Committee with respect to the budget and the appropriations for committees for the ensuing year be adopted. The motion was seconded and carried. Mrs. Preston then moved that the recommendation of the Executive Committee with respect to the committees of the Association be adopted. The motion was seconded and carried. Mrs. Preston then reported the recommendation of the Executive Committee that the National Association of Elementary School Principals be recognized as a department of the Association, and that it be known as the Department of Elementary School Principals, and moved the adoption of the report and recommendation. The motion was seconded and unanimously carried.

Mrs. Preston presented the recommendation of the Executive Committee that the Representative Assembly approve the printed reports of the Secretary and the heads of departments, and the adoption by the Executive Committee within its discretion of the suggestions and recommendations contained therein. After some discussion, it was brought out that this action was not necessary, as action previously taken covered the important recommendations, and that the Executive Committee within the limitations of the By-laws would have power to take such action as it might deem necessary. Whereupon Mrs. Preston asked leave to withdraw her motion, which was granted. The report of the Executive Committee is as follows:

(See table to the right.)

WILLIAM T. SANGER, formerly dean of Bridgewater College, who on August 1 began work as the first full-time executive secretary of the Virginia State Teachers' Association, and as editor of the Virginia Journal of Education, the official publication of the State association. Dr. Sanger is a graduate of the graduate school of Clark University where he was a fellow in education.

Appropriations for Committees

As required by the By-laws of the Association, the Executive Committee and Board of Directors have carefully considered the requests for appropriations which have been presented by the chairmen of the various committees and commissions. We believe the Representative Assembly should appropriate the following amounts for the year 1921-1922:

Revenue Inquiry, available to Executive Committee	$4,500.00
Committee on Visual Education	100.00
Committee on Foreign Relations	100.00
Committee on Salaries, Tenure, and Pensions	1,000.00
Committee on Organization of Elementary Education	1,000.00
Reorganization of Secondary Education	100.00
Commission on Co-ordination of Research Agencies	2,500.00
Legislative Commission	1,000.00
Committee on Health Problems in Education	1,000.00
Character and Citizenship Committee	250.00
Committee on Vocational Education	200.00
Committee on Thrift Education	250.00
Committee on Rural Education	600.00
Illiteracy Commission	2,000.00

The Executive Committee recommends that there be voted the sum of $3000 as a lump-sum appropriation to be used, if necessity arises, for increasing the appropriations already made by action of the Executive Committee, and $500 to be added for increasing the appropriations for departments and State Directors.

The Executive Committee recommends that the life of all old committees of the Association and its departments terminate with this meeting and that hereafter the life of all committees automatically terminate with the year for which appointed, except as continued by a vote of the Representative

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The Executive Committee recommends the following budget for 1921-22. This budget is based on the expenditures for the past two years and estimated receipts and needs for the coming year.

Income for 1919-20 and 1920-21 and Estimated Income for 1921-22

	Receipts for 1919-20.	Receipts for 1920-21.	Estimated receipts for 1921-22.
Balance brought forward	$3,991.57	$6,394.12	$10,877.59
From Annual Meeting	10,996.00	2,226.00	2,200.00
From Meeting Dept. Supt.	5,600.00	4,037.00	2,000.00
From Membership Dues	71,822.00	101,405.00	153,222.41
From Sale of Volumes	1,068.92	643.89	600.00
From Sale of Special Reports	971.41	370.00	400.00
From Special Contributions	859.00	35.50	50.00
From Miscellaneous	42.34	73.88	100.00
From Interest on Permanent Fund	12,608.82	4,276.64	6,000.00
From Commercial Exhibits	968.53	9,921.97	11,000.00
From Interest and Discounts	113.57	7.00	300.00
From Advertising Journal	....	5,180.83	16,000.00
From Loan, Continental Trust Co.	....	5,000.00	....
Total	$109,042.16	$139,571.83	$202,750.00

Estimated Expenditures for 1921-22

	Paid out 1919-20.	Paid out 1920-21.	Estimated expense 1921-22.
Board of Trustees	$357.65	$875.44	$357.65
Executive Committee	2,234.24	3,225.37	3,225.37
General Secretary's Office	51,510.34	67,766.58	78,800.00
Express and Freight	2,621.21	961.46	1,000.00
Printing	35,256.48	42,239.78	63,800.00
Appropriations for Committees	6,970.04	2,797.74	18,100.00
Auditing Accounts	525.13	678.77	500.00
Unclassified Expenses	3,141.60	564.85	1,000.00
Office Fixtures and Furniture	1,151.85	5,199.48	5,000.00
Annual Convention	5,752.15	5,065.26	6,000.00
Department of Superintendence	3,031.09	3,047.62	3,000.00
Revolving Fund	4,000.00	....	....
On Loan	....	5,300.00	....
To meet Deficit	....	....	10,877.59
To provide Surplus	....	....	11,089.39
Total	$116,551.78	$137,722.35	$202,750.00

Assembly. It recommends the continuance of the following committees:

- Committee on Sources of Revenue
- Committee on Visual Education
- Legislative Commission
- Committee on Character and Citizenship
- Committee on Foreign Relations
- Committee on Salaries, Tenure, and Pensions
- Committee on Expenses of Delegates
- Editorial Council
- Commission on Co-ordination of Research Agencies
- Committee on Reorganization of Elementary Education
- Illiteracy Commission
- Commission on the Reorganization of Secondary Education
- Committee on Vocational Education
- Committee on Health Problems in Education
- Committee on Thrift Education
- Committee on Racial Wellbeing
- Committee on Rural Education
- Committee on Problems of High School Libraries
- Committee on Standardization of Schoolhouse Planning and Construction

The following new committees are recommended:

- Committee to co-operate with American Legion
- Committee to co-operate with Federation of Women's Clubs
- Committee on Finance and Publications of the Council
- Committee to co-operate with American School Citizenship League

The Executive Committee recommends that the application of the National Association of Elementary School Principals for recognition as a department of the Association be accepted by unanimous vote and that it be known as the Department of Elementary School Principals.

It is recommended that the Representative Assembly approve the printed reports of the Secretary and heads of departments of the central office and the adoption of the Executive Committee, within its discretion, of the suggestions and recommendations contained therein.

Respectfully submitted,
EXECUTIVE COMMITTEE
FRED M. HUNTER, *Chairman*
CARROLL G. PEARSE
JOSEPHINE CORLISS PRESTON
THOMAS E. FINEGAN
CORNELIA S. ADAIR

The next order was the report of the Board of Trustees, which was presented by Dr. C. G. Pearse, Chairman of the Board. Dr. Pearse stated that the financial report, giving a complete statement of receipts and expenditures, had been printed and placed in the hands of the delegates. Dr. Pearse moved that the report of the Board of Trustees, showing the amounts received and expended during the year, the balance in the various accounts, the securities on hand, and other matters as shown in the report of the auditors, be received and approved. The motion was seconded and unanimously carried. The report is as follows:

The Permanent Fund

We have audited the receipts and disbursements of the Permanent Fund and have inspected the securities held in the custody of the Trust Officer of the Continental Trust Company, Washington, D. C. Details of the securities are given in Schedule "I," showing the par value, and the cost, the market value not having been ascertained.

The Permanent Fund remained the same throughout the year under review, with a cash balance of $420.51, no sales or purchases of securities having been made.

The cash balance has been certified to by the depository.

The income from investment and the disbursements for the period may be summarized as follows:

Receipts

Interest from securities owned (Schedule "I")		$5,625.00
Interest on bank balances		4.90
Rentals received from real estate owned		6,050.00
		$11,679.90

Disbursements

Interest on Mortgages	$1,775.58	
Commissions on renewal of loans, stamps, etc.	366.85	
Repairs to buildings	4,873.31	
Trust officer's commissions	387.52	
	$7,403.26	
Surplus Transferred to Treasurer's Account	4,276.64	
		$11,679.90

The receipts were properly accounted for an vouchers were produced in support of the disburse ments.

Commissions paid on loan renewals, rental re ceipts, etc., which are not specifically covered i the contract with the Trustees, should be approve by the Trustees of the Association.

We shall be pleased to furnish any further in formation relative to the accounts that may be de sired.

Yours truly,
MARWICK, MITCHELL & Co.,
Certified Public Accountants.

Dr. Pearse then discussed somewhat i detail a number of items contained in the report of the Board of Trustees, giving a very interesting and illuminating statement regarding the finances of the Associatio and its business management. At the close of Dr. Pearse's statement, Miss Margare Haley, of Chicago, stated that she would like to ask the Chairman of the Board of Trustees if the investment of a part of the permanent fund in the real estate at Washington, used as the headquarters of the Association, was made under the provisions of the Charter on the ground that such real estate is income-producing and therefore to be considered as a re-investment rather than an expenditure of a part of the permanent fund of the Association. Dr. Pearse answered Miss Haley's question in the affirmative, stating that the investment in the headquarters at Washington was income-producing property and so considered by the

SCHEDULE "I"

Securities on Hand as at June 6, 1921

	Par value.	Book value.	Income.
Municipal and School Bonds:			
City of New York 4½ per cent Corporate Stock due 1957, Nos. 554-561	$8,000.00	$8,510.00	$360.00
City of New York 4½ per cent Corporate Stock due 1957, Nos. 26816-26824	9,000.00	9,810.00	405.00
Kansas City, Mo., School District 3½ per cent bonds due 1925, Nos. 3127 and 3129, 3133, 3135, 3136, 3190 to 3192, 3200	10,000.00	9,500.00	350.00
Clearwater, Kansas, Waterworks bonds, 5 per cent, due 1930, Nos. 18-23	1,000.00	1,000.00	50.00
Clearwater, Kansas, Waterworks bonds, 5 per cent, due 1931, No. 18-23	2,000.00	2,000.00	100.00
Clearwater, Kansas, Waterworks bonds, 5 per cent, due 1932, Nos. 18-23	3,000.00	3,000.00	150.00
Salt Lake City, Utah, Water bonds, 4½ per cent, due 1934, Nos. 310-319	10,000.00	10,000.00	450.00
Seattle, Washington, School bonds, 4½ per cent, due 1931, Nos. 586.595	10,000.00	10,266.30	450.00
Los Angeles, California, School District bonds, 4½ per cent, due 1921, No. 498	1,000.00	1,069.29	45.00
Los Angeles, California, School District bonds, 4½ per cent, due 1922, Nos. 571-572	2,000.00	2,187.20	90.00
Railroad Bonds:			
St. Louis & San Francisco Railroad Co. temporary prior lien mortgage bonds, 4 per cent, due 1950, Nos. M56051-56055, Y1527	$5,250.00	4,331.25	210.00
St. Louis, San Francisco R. R. Co. temporary adjustment bonds, 6 per cent, due 1955, Nos. M14552, D845, Y1033	1,750.00	1,443.75	105.00
Terminal R. R. Association of St. Louis, gen. ref. sink. fund gold bonds, 4 per cent, due 1953, Nos. 16311-16325	15,000.00	15,050.00	600.00
Baltimore & Ohio R. R. Co. (Pittsburgh, Lake Erie & West Virginia System), ref. gold bonds, 4 per cent, due 1941, Nos. 13496-13500, 21236-21250	20,000.00	19,942.50	800.00
Oregon Short Line R. R. Co. ref. gold bonds, 5 per cent, due 1929, Nos. 4013 to 4017, 4025-4027, 4976, 13810	10,000.00	8,895.00	400.00
Chicago, Indiana & Southern R. R. Co., 4 per cent, due 1956, Nos. 11386-11394, 13786	10,000.00	9,500.00	400.00
Manhattan Railway Co. Cons. Mortgage gold bonds, 4 per cent, due 1990, Nos. 2843, 6522, 16083, 16087	4,000.00	3,900.00	160.00
Atlantic Coast Line R. R. Co. First Cons. Mortgage bonds, 4 per cent, due 1952, Nos. 5130, 6494, 11638, 11639, 14335, 14339, 17479, 24601, 37565, 50251	10,000.00	9,600.00	400.00
Corporation Bonds:			
Maine Real Estate Title Company First Mortgage gold bonds, 5 per cent, due 1932, Nos. 151-152	2,000.00	2,000.00	100.00
	$134,000.00	$132,005.29	$5,625.00

This does not include the real estate purchased for $98,000.00, against which there is an indebtedness of $33,000.

taxing officers of the District of Columbia. The President announced that the reports of the Committee on Co-ordination of Research Agencies and of the Committee on Foreign Relations had been presented at a general session and were not formally before the Representative Assembly. Dr. A. O. Thomas, of Maine, moved that these two reports be accepted by the Representative Assembly for such consideration and action as might be determined. The motion was seconded and carried. The President announced that the committee reports before the Representative Assembly for the most part would not require action beyond what had already been taken, but that there were a few reports that would require action and which he would call to the particular attention of the Assembly.

Mr. Chamberlain, of California, was called upon to report the recommendations of the advisory Editorial Council of the Journal of the National Education Association. Mr. Chamberlain presented the report, highly commending the work of Dr. Bagley as Editor-in-Chief of the Journal, and very earnestly requesting that Dr. Bagley should continue as Editor-in-Chief for the coming year, and moved that the recommendations of the Editorial Council be adopted by the Representative Assembly. The motion was seconded and unanimously carried.

Mr. J. W. Studebaker, of Des Moines, was called upon to present the report and recommendations of the Committee on Foreign Relations. Mr. Studebaker presented the following preamble and resolution on behalf of the committee and moved its adoption:

Whereas, the nations of the world are today bound together in interdependent relationships by irrevocable economic and commercial conditions, and

Whereas, the inevitable future competition among nations for economic prosperity or supremacy will undoubtedly tend to incite increasing international friction and possibly throw the world again into a merciless, devastating war, and

Whereas, the peace of the world is dependent upon international good will and friendship founded upon accurate, scientific and universal understanding, and

Whereas, a common understanding among the nations is possible only through certain commonly accepted international educational purposes and plans;

Be it resolved, therefore, that the Representative Assembly of the National Education Association, assembled in Des Moines, Iowa, July, 1921, request the President of the Association to employ such means as may be effective for the purpose of organizing an International Congress of Education, in accordance with the recommendation of the Committee on Foreign Relations, to be held in the United States of America in 1923, and that the President also inaugurate a plan whereby we may receive in this Representative Assembly at its annual meeting in 1922 a report of the committee indicating what may be done with reference to the organization of an International Education Association.

IN COMMON THINGS

By Minot Judson Savage

Seek not afar for beauty. Lo! it glows
In dew-wet grasses all about thy feet;
In birds, in sunshine, childish faces sweet,
In stars, and mountain summits topped with snows.

Go not abroad for happiness. For see!
It is a flower that blossoms by thy door.
Bring love and justice home; and then, no more,
Thou'lt wonder in what dwelling joy may be.

Dream not of noble service elsewhere wrought;
The simple duty that awaits thy hand
Is God's voice uttering a divine command;
Life's common deeds build all that saints have thought.

In wonder-workings, or some bush aflame,
Men look for God, and fancy him concealed;
But in earth's common things he stands revealed;
While grass and flowers and stars spell out his name.

The paradise men seek, the city bright
That gleams beyond the stars for longing eyes,
Is only human goodness in the skies,
Earth's deeds, well done, glow into heavenly light.

[From the author's Poems, G. H. Ellis, Boston, 1882]

The President announced that since the adoption of this would include the adoption of a resolution there would have to be unanimous consent for its consideration or otherwise it would have to be referred to the Committee on Resolutions. Unanimous consent was granted and the motion to adopt was seconded and unanimously carried.

The next order was the consideration of the proposed amendments to the By-laws requested by the presidents of the several departments of the Association, which were printed and distributed to the delegates at the business session on Thursday, July 7th. President Hunter explained to the Representative Assembly the calling of the meeting of the heads of the different departments, which led to the drafting and approval of the proposed amendments. Dr. George H. Reavis, of Maryland, chairman of the sub-committee representing the heads of departments, formally presented the proposed amendments to the Representative Assembly, explaining in detail the reasons why the departments wished to have them adopted and to go into effect at once. The proposed amendments to the By-laws are as follows:

Amend Section 2, Article V, to read as follows:

Each department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the department; provided active members of the Association, and no others, shall be eligible to such department membership, and provided also that all active members of the Association shall be permitted to attend the professional programs and discussions of any department.

Amend Section 5, Article V, by adding the words:

Any department may provide for the creation of an executive committee and assign to it any duties consistent with the purposes of the department, and the Charter and By-laws of the Association.

Amend Section 6, Article V, by adding the words:

Provided no department shall establish an office outside of the general headquarters of the Association, without the consent of the Executive Committee of the Association.

Add a section to Article V, to be known as Section 9, to read as follows:

Any department, by a two-thirds vote, of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the secretary of the department who shall transmit them monthly to the Secretary of the Association. Such funds shall be added to the department's allowance from the Association and shall be used for the work of said department only, and shall be disbursed upon the recommendation of the executive officers of the department in the same manner as other funds of the Association are disbursed.

President Hunter announced that in accordance with the By-laws, these amendments could not be taken up for immediate action except by unanimous consent. Miss Haley, of Chicago, asked for a ruling on the meaning of unanimous consent, suggesting that in her opinion it meant a unanimous vote, and President Hunter ruled in support of Miss Haley's contention that "unanimous consent" as used in Article XI of the By-laws with respect to amendments should be construed to mean "unanimous vote." No objections were offered to the consideration of the proposed amendments. Mr. D. W. Springer, of Michigan, moved that the amendments as proposed be adopted. The motion was seconded, and after a brief discussion, it was unanimously carried, whereupon the President declared the amendments duly adopted as a part of the By-laws of the Association.

Mr. J. M. Gwinn, of New Orleans, chairman of the special committee appointed by the Board of Directors to co-operate with the American Legion in projecting a program in education which should give special emphasis to the teaching of patriotism and training in American citizenship, was called to present the report of this special committee. After an introductory explanation, Mr. Gwinn presented the report of the committee, which had been approved by the Board of Directors, and moved its adoption:

> The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to co-operate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic government and which will make of all, whether native or foreign born, good American citizens. To the accomplishment of these ends, be it resolved
>
> 1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the government of the United States.
> 2. That no one should be permitted to teach in any school in America who has less than a standard high-school education of four years with not less than two additional years of professional training.
> 3. That the English language should be the only basic language of instruction in all public, private, and parochial, elementary, and high schools.
> 4. That adequate instruction should be required in American history and civics for graduation from both the elementary and high schools.
> 5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and, further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.
> 6. That school attendance should be made compulsory throughout the United States for a minimum of thirty-six weeks annually to the end of the high-school period or to the age of eighteen.
> 7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the co-operation and support of the public in meeting these needs.
> 8. That the Representative Assembly of the National Education Association authorizes the appointment of a standing committee to co-operate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above.

The motion to adopt the report of the special committee was seconded and unanimously carried. The President announced that the next order of business was a consideration of amendments to the By-laws proposed at the last annual meeting of the Association. The President stated that the amendments proposed at the Salt Lake City meeting and published in THE JOURNAL were as follows:

1. An amendment providing for proxies in the Representative Assembly.
2. An amendment providing for a six-months' notice of proposed amendments instead of a year's notice, as now required.
3. An amendment providing for a referendum vote on the adoption of amendments to the By-laws.

ELMWOOD, the home of James Russell Lowell, is one of the many historic points near Boston. Thousands of teachers who will be in Boston next July at the meeting of the National Education Association will cross the Charles and visit this landmark of Cambridge. It was built about 1760 and was used as a hospital after the battle of Bunker Hill. Here Lowell was born on February 22, 1819, and here he lived except the eight years when he was minister to Spain and England. The room on the ground floor at the left of the doorway is the study, left furnished as it was at the poet's death.

4. An amendment changing the time of meeting of the Department of Rural Education.
5. An amendment changing the time of meeting of the Department of Deans of Women.
6. An amendment providing for a Department of Immigrant Education.

Miss Abby Porter Leland, of New York City, moved the adoption of the proposed amendment creating a Department of Immigrant Education. The motion was seconded and unanimously carried.

Miss Ella Victoria Dobbs, of Columbia, Mo., moved the adoption of the proposed amendment granting to the Department of Deans of Women the privilege of holding their annual meeting at the time of the meeting of the Department of Superintendence. The motion was seconded. After a discussion which emphasized the fact that the question of time of meeting of the Association was a matter which had been referred to the Executive Committee for careful consideration, it was moved by Mr. Becker, of Illinois, that the motion to adopt the amendment lie upon the table. The motion to table was duly seconded and carried.

Miss Wilhelmina Van de Goorberg, of Los Angeles, moved the adoption of the proposed amendment to Article XI of the By-laws, as follows: Striking out the words "at the annual business meeting next preceding the one at which action is taken" and substituting therefor the words "six months preceding the business meeting at which action is taken." After an extended discussion the motion to adopt the proposed amendment was lost.

Miss Margaret Haley, of Chicago, asked unanimous consent to present an amendment to Article XI, Section 1 of the By-laws, as follows: Strike out the word "consent" and insert in lieu thereof the word "vote."

After discussion of the interpretation of this phrase in the By-laws, President Hunter ruled that "unanimous consent" should be interpreted to mean "unanimous vote." Mr. Robert H. Wright, of North Carolina, announced that he was going to vote against the proposed amendment. It was suggested that unanimous consent was not granted for consideration of the amendment at this time. The President ruled that the motion to adopt the amendment would be put, and that unless it received a unanimous vote, it would be declared lost. Whereupon the motion to adopt the proposed amendment was lost.

The President announced that the next order of business was giving notice of proposed amendments to the By-laws, to be considered at the next annual meeting of the Association. The following amendments were proposed:

(1) *By Mr. R. T. Shaw, of Philadelphia.—Amend Article I, Section 3, of the By-laws to read as follows*—The annual dues of an active member shall be $2.50, fifty cents of which shall be set aside to be used in part payment of the expenses of delegates, which shall entitle him to attend all meetings of the Association and its several departments, to receive THE JOURNAL free, and, on application, to secure all publications of the Association at a price fixed by the Publication Committee, which shall be the approximate cost. By the payment of annual dues of $5.00 an active member shall receive, in addition to THE JOURNAL, without application or other condition, the volume of Proceedings and all other regular publications of the Association, including reports of committees and all special bulletins and announcements when issued.

(2) *Amend Article I, Section 3, of the By-laws to read as follows*—The annual dues of an active

member shall be $3.00, fifty cents of which shall be set aside to be used in part payment of the expenses of delegates, which shall entitle him to attend all meetings of the Association and its several departments, to receive THE JOURNAL free, and, on application, to secure all publications of the Association at a price fixed by the Publication Committee, which shall be the approximate cost. By the payment of annual dues of $5.00 an active member shall receive, in addition to THE JOURNAL, without application or other condition, the volume of Proceedings and all other regular publications of the Association, including reports of committees and all special bulletins and announcements when issued.

(3) *By B. F. Stanton, of Alliance, Ohio.—Amend Article II, Section 2, of the By-laws entitled, "Election of Officers, Representative Assembly and Affiliated Associations," to read as follows*—At the first Business meeting of the Representative Assembly on the second day of the annual meeting of the Association nominations for the following offices shall be made: President, Vice-Presidents, and Treasurer. Candidates for said offices shall be nominated from the floor upon roll call of the States. On the first day of the annual meeting of the Association, the delegates of each State, territory, and district of the United States shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting upon roll call of the States. On the fourth day of the annual meeting officers shall be elected from the candidates by the delegates to the Representative Assembly, by ballot. Said ballot shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 6 P. M., at such place or places as the President of the Association shall designate. The candidates for President, Treasurer, member of Board of Directors from each State, territory, or district, respectively, and the eleven candidates for the office of Vice-President receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October and shall continue in office during the term for which they are separately chosen and until their successors are duly elected. And that Article VI, entitled "Committee," Section 2, be amended by striking out in lines four and five of this section the word "Nominations"; that Section 3 of Article VI be omitted, and that Sections 4, 5, and 6 of Article VI be numbered "3, 4, and 5," respectively, and that anything in By-laws of the Association inconsistent with the provisions of these amendments is hereby repealed.

(4) *By Miss Margaret Haley, of Chicago.—Amend Article XI, Section 1, by striking out the word* "consent" and insert in lieu thereof the word "vote."

(5) *By Mr. O. M. Becker, Berwyn, Illinois.—Amend Article 1, Section 3, by adding to said Section the following*—The fee for life active membership shall be $100.00. A life active member shall enjoy all the privileges and benefits of an active member.

(6) *By Superintendent John Callahan, of Madison, Wisconsin.—Amend Article II, Section 9, of the By-laws*, by striking out all of the first sentence, causing said section to read as follows: "The President of the Association shall preside at the annual meeting of the Representative Assembly and the Secretary of the Association shall keep the records thereof. In case of a tie the President shall cast the deciding vote."

(7) *By Mr. Callahan.—Amend Article II, Section 9, of the By-laws*, by striking out the words "and the State Superintendent or Commissioner of Education of each State, territory, and district," causing said section to read as follows: "The officers of the National Education Association as named in the charter shall be ex-officio delegates to the Representative Assembly. The President of the Association shall preside at the annual meeting of the Representative Assembly and the Secretary of the Association shall keep the record thereof. In case of a tie the President shall cast the deciding vote."

(8) *By Mr. Callahan.—Amend Article XI, Section 1, of the By-laws*, by striking out the words "by unanimous consent, or", causing said section to read as follows: "The By-Laws may be altered or amended at the annual business meeting of the Representative Assembly by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association."

MRS. MILTON P. HIGGINS, president of the National Congress of Mothers and Parent-Teacher Associations (1921-23). This Congress has headquarters in the building of the National Education Association at 1201 Sixteenth Street Northwest, Washington, D. C. Between June, 1920, and April, 1921, the membership of the Congress increased from 190,000 to 279,000 and it is now past the 300,000 mark. The Congress purposes to create an attitude of mutual helpfulness between teachers and parents and to promote the programs of school betterment planned by the educational authorities of locality, State, and Nation.

President Hunter announced that the next business before the Representative Assembly was the consideration of the action of the Executive Committee, changing to the standard form of spelling in the official publications of the Association, which action had been formally approved by the Board of Directors. President Hunter explained that such action had been taken on the recommendation of the Field Secretary, and called on Mr. Magill to explain why the recommendation was made. Mr. Magill stated that the work of the Legislative Commission had been seriously handicapped by the use of the so-called "reform spelling," which was held in contempt by many members of Congress.

President Hunter then introduced Mr. E. O. Vail, of Oak Park, Illinois, who urged that the use of the reform spelling be continued by the Association. Superintendent Jesse H. Newlon, of Denver, moved that the Representative Assembly approve the action of the Executive Committee in discontinuing the use of reformed spelling in the publications of the National Education Association. The motion was duly seconded. Mr. Peyton Irving, of Dallas, Texas, moved that the motion be laid upon the table. The motion to table was seconded, and on being put was voted down. The original motion to approve the action of the Executive Committee was then put to a vote and declared to be overwhelmingly carried.

Mr. Arthur H. Chamberlain, of San Francisco, moved a vote of appreciation to Mr. Vail for his loyal support of what he believed to be right. The motion was seconded by Mr. Carroll G. Pearse, of Milwaukee, who declared, "We love Mr. Vail but we do not love his spelling." The motion was unanimously carried.

Mr. M. E. Pearson, of Kansas City, moved that hereafter sessions of the Association be not held on the Fourth of July. The motion was seconded. Miss Florence Case, of Marion, Indiana, offered an amendment to the motion to the effect that no meetings be held on Sunday. The movers of the original motion accepted the amendment. Miss Abby Porter Leland, of New York City, moved that the matter be referred to the Executive Committee. The motion to refer was seconded and unanimously carried. Miss Anna Irene Jenkins, of Los Angeles, and Miss Florence Case, of Marion, Ind., addressed the Assembly on the subject of the time for holding the annual meeting, but no action was taken as the matter had previously been referred to the Executive Committee for investigation and report.

Mr. Philip R. Carlson, of Minneapolis, moved that the Committee on Salaries, Tenure, and Pensions be instructed to draft a bill providing a system of teachers' pensions which should be uniform throughout the United States. The motion was duly seconded. After some discussion, Superintendent Gwinn, of New Orleans, moved that the matter be referred to the Committee on Salaries, Tenure, and Pensions for consideration and report. The motion to refer was seconded and carried.

Mr. J. F. Anderson, of Oakland, California, moved that a committee of five be appointed, whose duty it shall be to promote throughout the country the introduction of instruction in the modes and purposes of taxation as a part of the citizenship course in public schools, and that this committee make a report to the Representative Assembly at the next annual meeting of the Association. The motion was seconded and carried.

Mr. D. W. Springer, of Ann Arbor, Mich., moved that the minutes of the annual meeting of the active members of the National Education Association held in Salt Lake City on July 9, 1920, as published in the June issue, 1921, of the Journal of the National Education Association, on pages 105, 106, and 107, be hereby approved, and that all actions taken by that meeting are hereby ratified.

Secretary Crabtree announced that he had intended to present the complete minutes of that meeting for adoption, and that it was one of the items in the order of business on the President's table. He stated, however, that he thought the summary of the minutes published in the Journal and referred to in Mr. Springer's motion, covered every essential point and would therefore be satisfactory. The motion was seconded and unanimously carried.

Mr. Springer moved that the President be requested to call a meeting of the active members of the Association immediately after the adjournment of the Representative Assembly. The motion was duly seconded.

Superintendent Jesse H. Newlon, of Denver, Colo., called attention to the fact that under the amended Charter and revised Bylaws of the Association there is no longer any body of active members of the Association competent to transact the business of the Association except the Representative Assembly. The President ruled that if the calling of a meeting of the active members as provided in Mr. Springer's motion was illegal, it would be of no value and do no harm, but that if it were legal it might do good. Whereupon the motion was put and carried.

The President called upon Dr. George D. Strayer, of New York City, Chairman of the Committee on Resolutions to present the report of that Committee. After reading the resolutions Dr. Strayer moved the adoption of the report of the Committee on Resolutions. The motion was duly seconded, and after a brief discussion, was carried unanimously. (These resolutions were published in the September Journal, pages 120 and 121. The names of members of the Committee on Resolutions, representing each of the States, are on file in the Secretary's office.)

Mr. F. A. Hathaway, of Jacksonville, Fla., presented the following preamble and resolution and moved its adoption:

> Whereas, it is evident that if the best results are to be realized in our public schools, those who are best qualified by reason of their training and experience for leadership must be appointed to fill important educational positions.
>
> Therefore, be it resolved by the Representative Assembly of the National Education Association assembled, representing all political parties, that it favors the selection only of those of approved ability and leadership to fill such positions without regard to geography or politics.

The motion to adopt was seconded. Superintendent T. E. Johnson, of Lansing, Mich., moved that the resolution lie upon the table. The motion to table was seconded and carried.

Mr. D. W. Springer, of Ann Arbor, Mich., Chairman of the Committee on Nominations, presented the report of the committee.

Mr. Springer moved that the Secretary be instructed to cast the unanimous ballot of the Representative Assembly for the persons nominated. The motion was duly seconded and carried by unanimous vote. Secretary Crabtree announced that he had cast the unanimous vote of the Representative Assembly for the officers nominated by the committee, and President Hunter declared them duly elected. (The names of the officers were published in the September Journal, pages 129 and 130.)

President Hunter then presented Miss Charl Ormond Williams, the newly elected President of the Association. Miss Williams was greeted with prolonged applause and made a brief address, which was enthusiastically received.

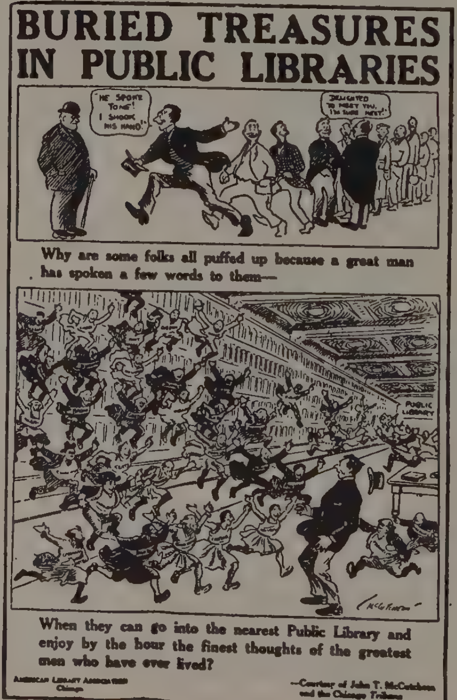
President Hunter announced that he knew of no further business to be considered by the Representative Assembly, and that a motion to adjourn would be in order. Mr. E. E. Oberholtzer, of Tulsa, Oklahoma, moved that the Representative Assembly do now adjourn. The motion was duly seconded and carried, whereupon the first Representative Assembly of the National Education Association adjourned *sine die,* at 12:45 P. M., July 8, 1921.

GUIDE TO NEW BOOKS

Titles and Notes Selected from the Monthly *Booklist* of the American Library Association, 78 East Washington Street, Chicago, Illinois

BISHOP, JOSEPH BUCKLIN. Theodore Roosevelt and his time. N. Y. Scribner, 1920. 2 v. illus. $10.

The biography which was written with Roosevelt's co-operation and for which he contributed his correspondence. The result is a combined study of personality and a history of New York State and America from 1881 to 1919. Only brief mention is made of childhood and ancestry. The biography which will be most worth while to libraries.


BURIED TREASURES IN PUBLIC LIBRARIES
HE SPOKE TO ME! I SHOOK HIS HAND!
DELIGHTED TO MEET YOU.
Why are some folks all puffed up because a great man has spoken a few words to them—
PUBLIC LIBRARY
McCutcheon
When they can go into the nearest Public Library and enjoy by the hour the finest thoughts of the greatest men who have ever lived?
American Library Association Chicago
—Courtesy of John T. McCutcheon and the Chicago Tribune

BOK, EDWARD WILLIAM. The Americanization of Edward Bok. N. Y. Scribner, 1920. 461 p. illus. $5.

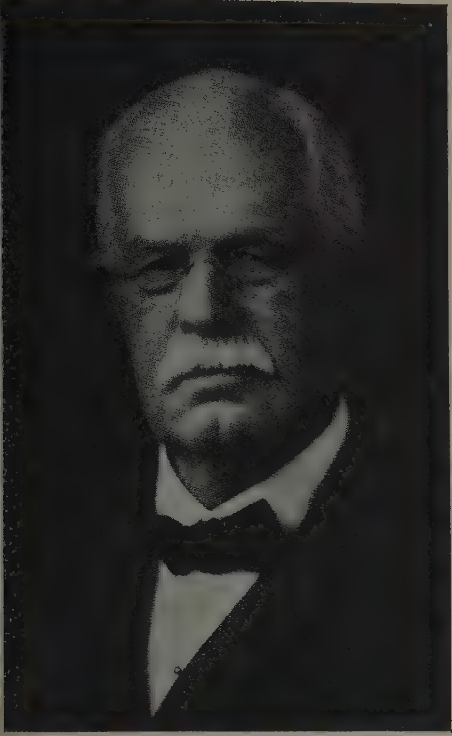
The fascination of success hangs about this account of how the Dutch immigrant boy became editor of the *Ladies' Home Journal,* of the work he did, and of the people he knew—Roosevelt, Kipling, Holmes, Gladstone, and many others. For any library.

CAMP, WALTER CHAUNCEY. Football without a coach. N. Y. Appleton, 1920. 179 p. illus. $1.25.

For the squad self-organized on the vacant lot or the player who wishes to anticipate the coach. It describes the part of each player and the weekly training schedules which will prevent the team from coming to a standstill on account of "snags." Diagrams of formations.

CONRAD, JOSEPH. The rescue. Garden City, N. Y., Doubleday, 1920. 404 p. $2.

The rescue takes place in the South Seas where a man's endurance is tested to its limit. A characteristic story, one of his best, going back to the scene and somewhat the manner used in *Lord Jim.*



SHERMAN WILLIAMS, president of the Library Department of the National Education Association 1920-21 and 1921-22. Dr. Williams has been chief of the school libraries division of the New York State Education Department since January 1, 1912. The statement setting forth the place of libraries in public education, which was prepared under his direction and adopted by the Library Department at Des Moines, has been widely approved.

COOLEY, ANNA MARIA. Household arts for home and school, by Anna M. Cooley and Wilhelmina H. Spohr. N. Y. Macmillan, 1920. 2 v. illus. Each, $1.60.

A junior high school course working out the problems of food, shelter, textiles, sanitation, and household economy and art through the story of a girl's class which furnished and managed Sunnyside apartment. This brings about an alternating of different kinds of lessons according to the need of the moment rather than the logical development of a single course.

DUNN, ARTHUR WILLIAM. Citizenship in school and out, by Arthur William Dunn and Hannah Margaret Harris. N. Y. Heath, 1919. 144 p. illus. 80c.

A course in citizenship for the first six grades. The authors, thoroughly understanding child life and school programs, have laid emphasis on really experiencing rather than "conning" lessons of citizenship, and on the working out of a detailed scheme which will fit into cast-iron study periods as incidental, or into regular citizenship classes. Long lists of material from history and literature. Does not extend to a definite study of government. No index.

FRANCK, HARRY ALVERSON. Roaming through the West Indies. N. Y. Century, 1920. 486 p. illus. map. $5.

Rambly sketches which take the traveler to southern Florida, northern South America, Panama, Cuba, Haiti, Jamaica, Porto Rico, and many quaint little dots on the map.

FRIDAY, DAVID. Profits, wages, and prices. N. Y. Harcourt, 1920. 256 p. $2.

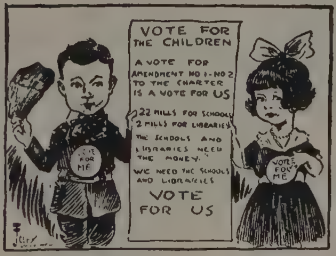
Discusses the growth of profits, profiteering, income taxes, war and peace production, wages, credit, and the innumerable money questions which the general public is asking and failing to secure answers to because of lack of data on economics. Explained lucidly and interestingly by the professor of political economy at Michigan. For every reader who desires a broad view of financial problems peculiar to the times. Index.

GALE, ZONA. Miss Lulu Bett. N. Y. Appleton, 1920. 264 p. $1.75.

Much admired both for its craftsmanship and for its interest is this story of a household drudge whose love affairs are told in six chapters covering as many months of her life. For any library.

KEEP THE LIBRARIES OPEN FOR THE CHILDREN

Amendment 2 Will Do It


VOTE FOR THE CHILDREN
A VOTE FOR AMENDMENT NO 1 - NO 2 TO THE CHARTER IS A VOTE FOR US
22 MILLS FOR SCHOOLS
2 MILLS FOR LIBRARIES
THE SCHOOLS AND LIBRARIES NEED THE MONEY.
WE NEED THE SCHOOLS AND LIBRARIES
VOTE FOR US
VOTE FOR ME
VOTE FOR ME

OUR CHILDREN ARE ENTITLED TO EVERY POSSIBLE OPPORTUNITY

Good books for children—
Broaden the knowledge
Quicken the imagination
Furnish recreation
Teach principles of right living
Inspire love for country

ALL THE CHILDREN SHOULD HAVE GOOD BOOKS ALL THE TIME

Our Schools and Libraries make this possible

SAVE THE SCHOOLS AND LIBRARIES VOTE YES ON AMENDMENTS 1 AND 2

Be sure to vote because not voting counts "No"

THIS poster was used in the school and library campaign in Minneapolis last June, which obtained an amendment to the city charter increasing the legal maximum tax for libraries and schools. During the campaign, every child wrote a letter to his parents under the teacher's direction. Meetings of parents and teachers and commercial clubs were addressed. Street meetings were held and posters were widely used. The result—an overwhelming vote for better schools and libraries.

GALSWORTHY, JOHN. Plays; fourth series. N. Y. Scribner, 1920. 115 p. $2.50.

Contents: A bit o'love—The foundations—The skin game. Plays on social themes, written with the usual sincerity and dramatic intensity. May be obtained in separate volumes at one dollar each.

GILL, CHARLES OTIS. Six thousand country churches, by Charles Otis Gill and Gifford Pinchot; published under the authority of the Federal council of the churches of Christ in America. N. Y. Macmillan, 1919. 237 p. maps. $2.

The authors whose work *The country church* (*Booklist*, 10:14, S 13) described rural church conditions in a county each of New York and Vermont, have thoroughly surveyed Ohio, its churches, ministers, education, crime, social life, denominationalism, and other features. They find too great a division into sects, and in some of the counties most needing religious instruction, a great number of ill-attended churches, with non-resident or poorly educated pastors. Community churches are recommended. Many maps make this book more graphic than the former volume.

GUTHRIE, ANNA LORRAINE, *comp.* Index to St. Nicholas, v. I-XLV, 1873-1918. N. Y. Wilson, 1920. 479 p. 26½ cm. $12.

"The index is dictionary in form, giving author, subject and title entries, the latter as a rule made for fiction and poetry only. Selection of subject headings most easily usable by children has been the aim striven for."—*Preface.* Indispensable aid.

KEYNES, JOHN MAYNARD. The economic consequences of the peace. N. Y. Harcourt, Lond. Macmillan, 1920. 298 p. $2.50.

Criticizes the treaty as a "Carthaginian peace," shows the inevitable economic disaster for victors and conquered if it is carried out as planned, and adds pertinent chapters on "Europe after the treaty" and "Remedies." Intensely interesting with remarkable pen portraits of "The council of four." Written with unsparing and convincing frankness and a beautiful clearness, it is arousing a great deal of comment and controversy because of its intrinsic value and also because of its appeal to widely differing political factions. Often the quotations used as campaign material do not fairly represent the tone of the whole book.

MANLY, HAROLD PHILLIPS. Automobile battery care and repair; the construction, action, care, and repair of storage batteries used with the lighting, starting, and ignition systems of modern automobiles. Chic. Drake, 1920. 335 p. illus. $2.

MOORE, ANNIE CARROLL. Roads to childhood. N. Y. Doran, 1920. 240 p. $1.50.

A reprinting of her informal and delightful articles in *The Bookman.* In the more or less casual but none the less pungent reviewing of individual books of the past year, Miss Moore has interspersed the ideas gained from many years of loved association with books and children. Beautiful quotations mark chapters rich in suggestion to mothers and fathers, authors, librarians, and teachers.

Patch, Edith Marion. A little gateway to science. Bost. Atlantic Monthly, 1920. 178 p. illus. $1.25.

Twelve stories of the lives of insects best known to children. They are simply told without any sentimentality or "writing down." Third and fourth grade can read for themselves. Good for school libraries as well as public.

Quiller-Couch, Sir Arthur. On the art of reading. N. Y. Putnam, Camb. Univ. Press, 1920. 250 p. $3. 15/.

The author has delved artistically into the rich soil of English literature and has brought forth delightful chapters notably on children's reading, the reading of the Bible and the value of the classic languages in English literature. The university students to whom these talks were addressed must have found them an agreeable change from college routine. Especially useful to elementary teachers.

Rhodes, James Ford. History of the United States from Hayes to McKinley, 1877-1896. N. Y. Macmillan, 1919. 484 p. $2.75.

A continuation of the seven volumes of United States history which ended with 1877 (*A. L. A. Catalog 1904*). Written in clear, plain English, dealing largely with political, financial, and economic events. Authoritative, stating the facts from which interpretations may be made. Index.

Roehl, Louis Michael. Farm woodwork. Milwaukee, Bruce, 1919. 136 p. illus. $1.25.

Well selected problems instructive for simple wood construction and repairing necessary about the farm. Accompanied with good drawings, lists of necessary tools and materials, and directions for the work. Suitable for use in agricultural and rural high schools. By the supervisor of farm shop work, Cornell University. With practically the same purpose and method of approach as Blackburn (*Booklist*, 13:65, N 16) certain tables are added, and many illustrations of the finished product.

Roosevelt, Kermit. The happy hunting-grounds. N. Y. Scribner, 1920. 182 p. illus. $1.75.

Another bit added to the biography of Roosevelt by his son's description of their hunting days together in Africa, the incidents of which are chosen to illustrate the father's characteristics. This is followed by the author's own trips into Africa for antelope, into Mexico for mountain sheep, into New Brunswick for moose, and into South America with Mrs. Roosevelt for books. The last chapter is an appreciation of Seth Bullock of the Black Hills.

EDUCATIONAL OPINION

The educational forces of Nebraska are asking for a Department of Education with the Secretary a member of the President's Cabinet. Public education has directly in charge one-fifth of the population of the United States and is a most important function of American Government.—J. H. Beveridge, Superintendent of Schools, Omaha, Nebraska.

The education of its future citizens is the most important function of a democracy. To place education in an inferior position is to admit that we do not properly understand and appreciate its function. The educators of Michigan are practically a unit in this viewpoint.—T. E. Johnson, State Superintendent of Public Instruction, Lansing, Michigan.

I would strongly urge that education be made a separate and independent National Department. Education is too important to permit its being in a subordinate relationship in any other department. The Commissioner of Education should have a place in the President's Cabinet.—Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Texas.

The resolutions committee of the Kansas State Teachers' Association has submitted the following report for the consideration of the Association, whose various divisions will meet in different cities of the State November 3, 4, and 5, 1921.

School Code Commission—We commend the action of the State legislature in the passage of the school-code-commission bill, and we pledge our support to the commission in the working out of a new code for Kansas schools.

State Commissioner of Education—Believing the most vital need of education in Kansas is constructive educational leadership, we favor the reorganization of the State Department, and the appropriation of adequate funds to enable the State Board of Education to appoint a state commissioner of education who shall have general direction of the educational policies of the State.

Larger Educational Units—In order that there may be equal opportunities for all pupils in every part of the State, we recommend the establishment of larger units as a basis for administration and taxation.

Teacher Qualifications — We recommend higher educational standards for the qualification of teachers, and that a scientific readjustment of the certificate law be made and enforced.

Law Enforcement—We wish to endorse the already existing laws, affecting the health and moral life of the child, and ask for their enforcement. We especially recommend the enforcement of the anti-cigarette law, compulsory-attendance law, and the moving-picture law.

State School Book Commission—We reaffirm our request for a representation of public-school people on the State School Book Commission.

Teachers' Retirement Fund—We express our appreciation of the work done by the committee of the K. S. T. A., and by the members of the legislature in their efforts to provide, through legis-

George L. Towne, president of the Department of Educational Publications, 1920-21 and 1921-22, is editor of The Nebraska Teacher, Lincoln, Nebraska. Mr. Towne joined the Association in 1900 and has attended most of the meetings held since that date.

lation, for the establishment of a State fund for the retirement of teachers, and we request that this work be continued by a campaign of information among the teachers of the State.

EQUAL EDUCATIONAL OPPORTUNITY—In order to bring equal educational opportunity to all children in the State, we favor a comprehensive program of consolidation of schools.

TEACHER ETHICS—We feel the need of a professional code of ethics for Kansas teachers and we recommend the appointment of a committee to be composed of the heads of the departments of education of the various State institutions, together with such other educators as the board of directors of the State association may see fit to appoint, to draft such a code, and we also suggest that the State institutions offer courses in professional ethics, that teachers may prepare themselves to meet the ethical requirements of the profession.

TOWNER-STERLING BILL—Believing as we do in the establishment of a National department of education as part of the President's Cabinet, and in the Federal support of public education, we affirm our allegiance to the Towner-Sterling bill and urge its early passage. We heartily commend the work of the National Education Association in its efforts not only to secure the passage of this bill, but also to further the interests of the various States in the working out of a general, unified, educational program.

Why Join the State Teachers' Association?—We are entering upon a new phase of the epoch in world history introduced by the beginning of the World War in 1914. Ultimately the public schools must play a most important rôle in reconstruction by preparing a citizenship capable of self-control, grounded in the principles that underlie our Government, and well trained for civic and vocational duties.

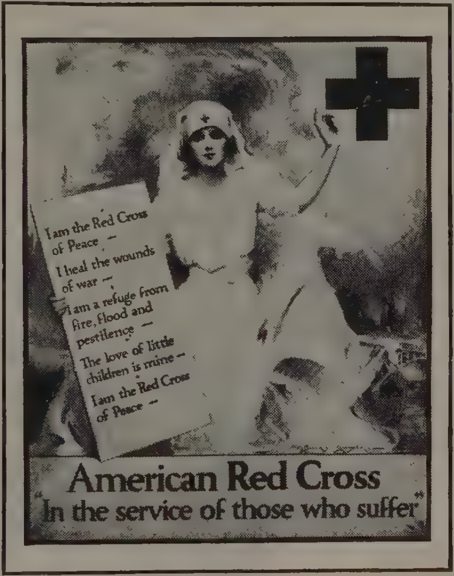
The schools face an enormous task. There never was such imperative need for professional unity. There never was such need for intense study of our common problems.

The teachers of the country should be banded together for a tremendous co-operative effort in behalf of the public schools.

Those who attended the National Education Association meeting at Des Moines realized the power there is in harmony and in unity. Our State Association is affiliated with the N. E. A. Every teacher in the State should enrol as a member of the State Association, and thus ally herself with all the other forward-looking teachers of the State and Nation in one great drive for better public schools.

Teachers, you need the inspiration that will come from such membership and from attending the meetings of the Association.

Let us make the membership in the Colorado Education Association one hundred per cent. And, while we are about it, why not make Colorado the first State to enrol one hundred per cent in the National Education Association?—Jesse H. Newlon, in *The Colorado School Journal* for September, 1921.


I am the Red Cross of Peace —
I heal the wounds of war —
I am a refuge from fire, flood and pestilence —
The love of little children is mine —
I am the Red Cross of Peace —
American Red Cross
"In the service of those who suffer"

THE RED CROSS, of whose world-wide activity it may be said, "It is twice blessed; it blesseth him that gives and him that takes," announces its annual roll call for November 11-24.

The Man's the Thing—The unit and primary fact in all true progress is the individual. A system or organization composed of ten thousand parts or members is but the collective and aggregate strength, efficiency, and intelligence of each unit or member composing it. The good or the bad government, in its analysis, is but the expression and reflection of the individual citizens of the Nation. The efficient business organization, however much the manager may arrogate to himself the credit and monopolize the praise, is made efficient by the intelligent and faithful efforts of the individual workers of the concern, from the office-boy up to the president.

This is true no less of education and school-work. Perhaps it is more true of school-work than of the ordinary activity, because of the separation and isolation of the individual members—isolation in school-room, in village, city, and in rural districts. It is true also, and even more so, because of the peculiar fitness and adaptability required of the teacher. Standing before her class, dealing with the multiplicity of problems that must come before her, she must be equal to the emergency or fail in and of herself. The work is hers, and hers alone. No outside agency will avail in the thousand and one delicate situations of the average teacher. The general system of which she is a part, however efficient, and the faculty or organization of which she is a member, however strong, can never take the place of individual initiative, trained mental faculties, personality, and common sense. The teacher to succeed must depend upon self; the system to be efficient must be operated by efficient units; and the organization that would be helpful and of the greatest utility must seek, above every other consideration, the improvement and interest of its individual members.

The strength, wisdom and efficiency of all systems, organizations and of the world, is *Man Multiplied. The Man's the Thing.*—*The Missouri School Journal* of September, 1921.

As never before the American people are turning their attention to education as the ark of their deliverance. The high cost of living, our huge national debt, the swelling budget of national expenditures, the rising tide of taxation, our higher standards of education—all of these things have centered our attention upon two problems: how to get better education, and how to make every dollar spent in education purchase more and better training.—C. A. Prosser, of the William Hood Dunwoody Industrial Institute, Minneapolis, Minnesota, in *School and Society* for September 17, 1921.

The Ohio Teacher stands first of all for Ohio's educational interests. It stands also for a National policy in education which shall ultimately make the American public-school system the pride of America and the model for the world. Our editorial discussions and contributed articles will never lose sight of these goals. We therefore urge every reader who has not already formed the habit of thinking in large units to learn to do so and to realize that the great problems of each schoolroom in this country are the same as the problems that the Nation as a whole is called upon to solve.—Editorial in *The Ohio Teacher,* September, 1921.

On behalf of the educational interests of Alabama and the Nation, I pray Congress will enact the Towner-Sterling bill. Education in the greatest Nation on earth deserves an independent department, with health and public welfare as divisions, if you will. The crowning glory of the Republic should not be buried in a corner even less conspicuous than at present.—The late John Herbert Phillips, Superintendent of Schools, Birmingham, Alabama.

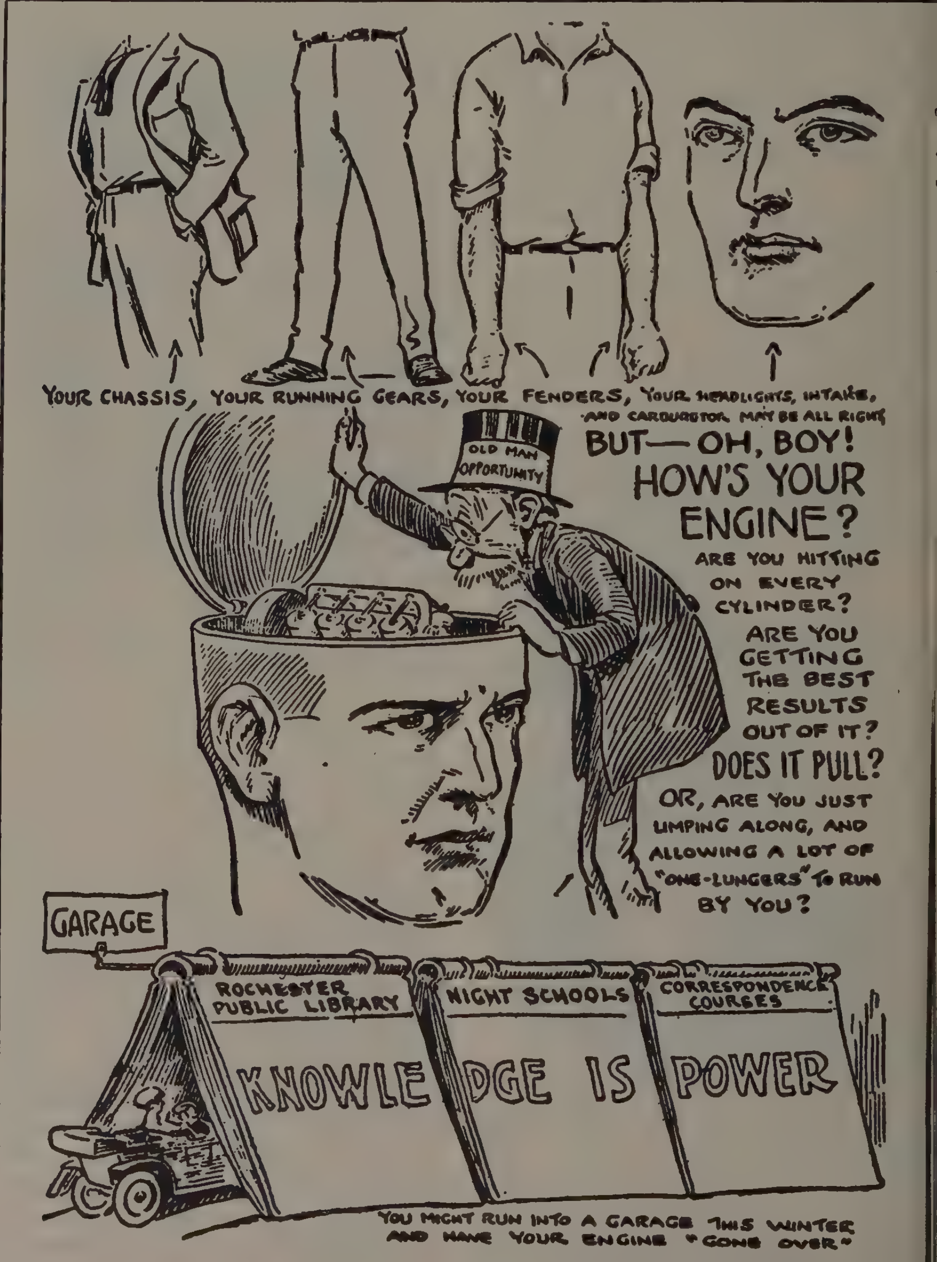
The bill for a Department of Public Welfare in its present form would bring humiliation to every self-respecting man and woman in the teaching profession. Education in our country needs freedom and professional initiative. It can never function effectively and with dignity until it is placed on a par with agriculture, commerce, and labor in a separate department.—Dr. John R. Kirk, President State Teachers' College, Kirksville, Missouri.

I am glad friends of education are standing for a separate Department of Education as provided in the Towner-Sterling bill. I wish to add the indorsement of thousands of people in this great Northwest, who believe only by recognizing it in this way can the future of education in the United States be assured.—Agnes S. Winn, Seattle Grade Teachers' Club, Seattle, Washington.

The Demand for Education—One of the scarcely expected results of the recent war has been to stimulate in all ranks of society in this country a greater demand for education than ever previously existed. The psychology of the situation is highly interesting. The contrast presented by the opportunities for employment and advancement afforded from 1917 to 1920 to the well-educated and the poorly educated, respectively, were great and etched themselves as with acid into the minds of the people. Consequently not only are grade schools and high schools everywhere abnormally crowded, but law and medical schools are assuming plethoric proportions, evening class enrolments for all sorts of subjects, manual as well as mental, are unprecedented in number, and even colleges and universities are besieged with applicants for their courses so far beyond their facilities of accommodation that a line has had to be drawn and refusal of admission in many cases determined on as a necessary principle.—*The Washington Post,* October 3, 1921.

There is no educational process worth our admiration which does not produce people who are on the way to appraise life fairly, who will know the difference between first-class and second-class—which does not, in other words, establish a scale of values that will stand some scrutiny. This is where our education breaks down most deplorably. We cannot choose intelligently between fin ideas and purposes and mediocre idea and purposes—between what is wortl doing and what is not, considering th shortness of life; between Beauty an the pretense of Beauty, or the total lac of it.—Edward Yeomans, *The Atlanti Monthly,* October, 1921.

The sending of "two or thre American youths, high school graduates picked for ability and promise" to foreign universities, is urged in an editoria in the July-August number of *Th American School.* "All the nations o the earth except the United States realize the importance of having young me who are to be the leaders in thei political, financial, and economic lif


YOUR CHASSIS, YOUR RUNNING GEARS, YOUR FENDERS, YOUR HEADLIGHTS, INTAKE, AND CARBURETOR MAY BE ALL RIGHT
BUT—OH, BOY! HOW'S YOUR ENGINE?
ARE YOU HITTING ON EVERY CYLINDER?
ARE YOU GETTING THE BEST RESULTS OUT OF IT?
DOES IT PULL?
OR, ARE YOU JUST LIMPING ALONG, AND ALLOWING A LOT OF "ONE-LUNGERS" TO RUN BY YOU?
OLD MAN OPPORTUNITY
GARAGE
ROCHESTER PUBLIC LIBRARY
NIGHT SCHOOLS
CORRESPONDENCE COURSES
KNOWLEDGE IS POWER
YOU MIGHT RUN INTO A GARAGE THIS WINTER AND HAVE YOUR ENGINE "GONE OVER"

Courtesy B. F. Goodrich Co.

thoroughly informed about the nations with whom they, as representative citizens, are later to have relations." The editorial urges that the expenses of American students to foreign universities should be paid by the National Government as the expenses of cadets are paid at Annapolis and West Point. This is an interesting suggestion for the consideration of the Association's committee on International Relations.

Rural Education—The arrival of the new scholastic year focuses attention on many educational problems which still await solution. Foremost among these is the question of rural schools. Almost half the school children of the United States, about 8,000,000, attend one and two teacher rural schools, which are located in 210,000 box-car buildings, many of them dilapidated and neglected. An investigation recently concluded shows that the school term in these institutions averages 137 days a year, as against 184 for city children. An analysis of these figures carried over the necessary period proves that the country child has an elementary school course of only six years, compared with the city child's eight. The average daily attendance of the former is 65 per cent and of the latter 80 per cent. It is estimated that 90 per cent of country children never go beyond the elementary school. When it is also borne in mind that the city child has, as a rule, better teachers, it will be readily perceived that almost from every point of view the country child has a heavy handicap to carry.

The investigation shows that in matters of health also the situation is serious for the country child. When it comes to malnutrition, affected tonsils and adenoids, defective teeth, ears and eyes, and death rate, the percentages are all against the pupils of the rural schools. The results are summed up in the statement that the country child's chance of getting an education is little better than half that afforded to the city child.

One of the causes of this unfortunate state of affairs is comparatively poor superintendence. Another, and a principal one, is the small salary paid to the country teacher and the low efficiency which is the necessary consequence. Forty per cent of the teachers in rural communities receive less than $600 a year, 24 per cent less than $500, and 11 per cent less than $400. While the United States as a whole is spending $40 for each city child's education, it is spending only $24 for the education of each country child. Under such conditions it is no wonder that there has been a shortage of 18,000 rural educators, and that of the 300,000 employed in that capacity not more than half have themselves completed a four years' high school course, while 10 per cent have finished only seven or eight grades of the elementary school, only 2 per cent are normal school graduates, and 33 per cent have had no professional training whatever.

In view of these revelations there is no need to argue that a thoroughgoing reform in the rural educational system of the United States is urgently called for.—*The Washington Post*, October 3, 1921.

It is asking of schools and colleges a very great deal to ask them to correct the *implications* of the home atmosphere—with which their pupils are necessarily saturated.

If these implications are second-rate, are low-grade—if the instinct of the family is for property as against humanity, for instance; for "closeness" as against generosity; for self-interest as against disinterestedness, in social and political things—then those are the latent instincts of the children.

But schools and colleges can be asked to begin, not to teach these moralities, but to make it perfectly clear that they are invariable corollaries of all that is taught, and that a boy or girl who has not distilled this by-product from his books and his teachers is, up to that time, uneducated, however high his marks may be.—Edward Yeomans, *The Atlantic Monthly*, October, 1921.

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To Relieve Unemployment

As THE JOURNAL goes to press a request comes from Mr. Herbert C. Hoover, Secretary of Commerce and Chairman of the Unemployment Conference in session in Washington, that the National Education Association lead in the movement to keep effectively before the people of the Nation the essential facts in the unemployment situation and the means suggested by the Conference for providing jobs for the three and one-half million men now out of work.

A statement from Mr. Hoover as Food Administrator in 1918 gives the National Education Association and the public schools a large share of the credit for the success of the movement for food conservation. The Association has assured Mr. Hoover similar co-operation in the present movement and is calling upon other great National organizations and upon the school officers and teachers of the Nation to help in this great campaign, which is no less important to the welfare of our people than was the food campaign in 1918.

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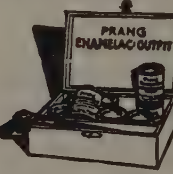

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American Education Week[1]

December 4 to 10, 1921, under the Auspices of The American Legion and The National Education Association in Coöperation with Many Other Organizations—Educational, Religious, Fraternal, and Civic.

The Origin of the Plan—The American Legion through its Americanism Commission asked and received the coöperation of the National Education Association in teaching and fostering true Americanism in all the schools of America. The Americanism Commission and the National Education Association have approved the following statement, as adopted in the resolutions of the National Education Association at its last annual meeting in Des Moines, July, 1921.

"The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to coöperate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic government and which will make of all, whether native or foreign-born, good American citizens. To the accomplishment of these ends, be it resolved

"1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the government of the United States.

"2. That no one should be permitted to teach in any school in America who has less than a standard high-school education of four years with not less than two additional years of professional training.

"3. That the English language should be the only basic language of instruction in all public, private, and parochial elementary and high schools.

"4. That adequate instruction should be required in American history and civics for graduation from both elementary and high schools.

"5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.

"6. That school attendance should be made compulsory throughout the United States for a minimum of thirty-six weeks annually to the end of the high-school period or to the age of eighteen.

"7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the coöperation and support of the public in meeting these needs.

"8. That the Representative Assembly of the National Education Association authorize the appointment of a standing committee to coöperate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above."

The Purposes of the Week—The main purposes of the week are to inform the public of the accomplishments and needs of the public schools and to secure coöperation and support of the public in meeting these needs and to teach and foster good Americanism.

No service has suffered more from unintelligent criticism than the schools. The average citizen does not read educational literature or accounts of teachers' meetings or visit schools to learn what they are doing. He has a conception of school only as he knew it in his own school days. American Education Week should give the taxpayers who furnish the funds for the public schools first-hand knowledge of the service for which they pay. Education cannot afford to neglect this opportunity to advertise its aims and purposes.

It is the duty of all the friends of education to think seriously and work hard on the problem of keeping the idea of public education before all the people.

Getting Started—All communities are urged to observe American Education Week December 4 to 10. The program for the week may be under the general supervision of the superintendent of schools, the commander of the local American Legion Post, the mayor, or other chief governmental officer of the community. These officials may call to their aid such other advisers and help as they deem necessary.

Proclamations calling on the people and schools to observe the week will be made throughout the United States. The mayors should be requested to issue a proclamation before December 1.

The American's Creed

I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.—Compiled by William Tyler Page. Officially adopted by the United States Congress, April 13, 1918.

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[1] Also published as Bulletin Number 16.

The superintendent of schools, the school principal, or the teacher in each community is expected to take the initiative in organizing and in making and carrying out the program for the week by getting in touch with the local head of the American Legion and of the local government and with the presidents of Chambers of Commerce, Women's Clubs, Rotary, Kiwanis, Lion, and other civic and religious organizations and making plans to reach at least once every individual in the community.

Presidents of universities, colleges, and normal schools should encourage students to hold special patriotic meetings at which there will be emphasis on the importance of education in a democracy.

The churches should be invited to observe Sunday, December 4, as American Education Sunday with special sermons and addresses.

The following topics are suggested for use in schools: Monday, Our Flag; Tuesday, American Ideals; Wednesday, The Language of America; Thursday, Immigration; Friday, Naturalization.

THINGS TO BE EMPHASIZED — In every possible way the public's attention should be centered on educational problems: the need of better buildings, libraries, and equipment, playgrounds; better attendance; better-paid teachers; longer school terms; better vocational education; better understanding of the form and fundamental principles of our government and better and universal use of the English language. Special emphasis should be placed on the singing of patriotic songs, salutes to the flag, and short, interesting accounts of essential facts in American history.

MEETINGS AND SUBJECTS — There should be day and evening meetings in the schools and possibly one or more great public meetings for the whole community under the auspices of the Legion with other organizations coöperating.

The weekly meeting of such organizations as the Rotary, Kiwanis, Lion, and Women's Clubs should be devoted to the attainment of the objects and purposes of *American Education Week*.

Before meetings of taxpayers and patrons of the schools, the principals and teachers should give summaries and demonstrations of what a modern school does; how the teaching of writing, reading, and arithmetic have been revolutionized; how health and physical development of the pupils are cared for; how the coming citizens are given knowledge of their rights and responsibilities, and how they are trained in the exercise of these rights and in the discharge of their duties through the organization of the school, through classroom exercises, and through children's clubs. Programs, pageants, and exhibits should be held in all schools. Parents must be attracted to these meetings and exhibits.

Pupils may make posters, four-minute speeches, write slogans, visit courthouses, business houses, parks, and public libraries to learn first hand more about what the government does for its citizens. Patriotic music should be sung and played and the meaning of the American flag taught and the flag honored. Members of the American Legion and others should be invited to speak at meetings held in the schools and in the community.

The following topics are suggested for speeches at general meetings:

1. American ideals and Americanism.
2. National contributions to our immigrant citizens—awaken in the various races among us pride in our country and its government.
3. American patriotism — wear the flag in your heart as well as in your buttonhole. Celebrate the deeds of great civil as well as military heroes.
4. The School and the Nation.
5. Education, the greatest investment for Community, State, and Nation.
6. How education may be promoted
7. The communities' responsibility toward the school.

The National Salute

PLEDGE OF ALLEGIANCE—I pledge allegiance to my flag and to the Republic for which it stands: one Nation indivisible, with liberty and justice for all.

HOW TO GIVE THE SALUTE TO THE FLAG—Right hand extended, palm downward, to a line with the forehead and close to it. Standing thus, all repeat the pledge slowly. At the words "to my flag" the right hand is extended gracefully, palm upward, toward the flag and remains in this position till the end of the affirmation, whereupon hands immediately drop to the side.

•

THIS PLEDGE of allegiance was given under the leadership of The Youth's Companion by more than 12,000,000 public-school pupils during the National Public-School Celebration of October 21, 1892. It was so patriotic and appropriate that it has been perpetuated and is now the "official" pledge in public schools throughout the Nation.

Program for City Schools[1]

RANDALL J. CONDON

Superintendent of City Schools, Cincinnati, Ohio

I GREATLY regret that it is impossible for me to be present to take part in the discussion this morning. In my absence, however, may I in general terms propose for city schools a program as varied and as wide as the needs of city children and of the city itself—an educational program that shall cultivate social and civic ideals and give a broader and richer personal life; a program that conserves the interests of all the children—the exceptional, the average, and the physically or mentally handicapped a program that provides equal and varied opportunities for a liberal education based alike upon art and industry, with books and things, work and study combined; a program that recognizes both the cultural and the vocational aims of education, and prepares alike for college and for work, with no narrow preparation for either; a unified program of public education maintained at public expense that gives every child a chance, from the kindergarten to the university, to make the most of himself and to best prepare for the life he is to live and the work he is to do; a sane and well-balanced program that provides for the education of all children and youth of the city, according to their varied needs, and at the same time makes adequate provision for the recreational, social, civic, and educational activities of all the people; a program that makes good American citizens out of the native- and foreign-born alike, all inspired and controlled by ideals of unselfish service to the city, State, and Nation; a program which has physical education and good health as its foundation, which is controlled throughout by moral and civic purpose; and which is measured in terms of spiritual values.

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[1] Telegram to the National Education Association in session in Des Moines, July 7, 1921.

May I also express the hope that out of your deliberations at Des Moines may come a greater and stronger National Education Association; a National Association of many departments and many interests, but one unified Association, free and uncontrolled by any group of interests; a genuinely democratic Association, representing and speaking for the united educational interests of the nation?

The Pan-Pacific Conference on Education

JULIA WADE ABBOT

Specialist in Kindergarten Education, U. S. Bureau of Education, Washington, D. C.

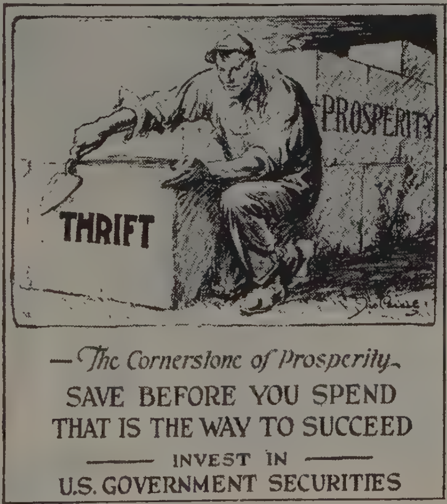
IF EVERY classroom teacher in this country could have attended the Pan-Pacific Educational Conference held in Honolulu, August 11-21, the beginning of school this year would have had new meaning. For, notwithstanding all the scientific and philosophical discussions incident to the problems under consideration, the teacher was regarded as the most important factor in the situation. "The future of the world, in the long run, rests with the teachers," said Dr. David Starr Jordan. "In the schools of today, the history of tomorrow is being written. The schools of a democracy must not be standardized too much. They need teachers who will put soul into their work; teachers who will realize that this is their day."

The classroom teachers were well represented by Miss Nina O. Buchanan, of Seattle, president of the National League of Teachers' Associations, and by Miss Ida C. Iverson, president of the Los Angeles City Teachers' Club. Miss Buchanan stated the aim of the organization she represented to be the placing in every schoolroom in the United States of a fine, well-educated, well-qualified professional teacher.

In an interview for the local press, Dr. Finegan expressed his realization of the need for better trained teachers in these words: "One of the vital necessities at the present time in most of the States is legislation raising the standard of education, and one of the first steps toward obtaining this end is adequate remuneration."

In an address before the convention, Miss Iverson said: "We elementary teachers have much to learn and it is in group thinking that this crystallizes into a definite program. We want to dignify our work. We need more academic and professional training and I appeal to you as leaders of men that this training be made accessible to all of us.

"One of the healthy signs of teacher-organization is the readiness to affiliate with larger organizations. The Los Angeles City Teachers' Club was entitled to twelve delegates at the meeting of the N. E. A. They were there. These teachers have a serious purpose and they will take something back to the teaching fraternity of our city that will leaven the whole. I wish the twelve N. E. A. delegates from my organization were also here. Every time I see a vacant chair in this room I wish a classroom teacher were in it, for I think if there is one group more than another that needs the fruits of this conference it is the classroom teacher. Here, we are reaching out for the truth which, when realized, will make the world a neighborhood. That word 'neighborhood' has meaning to me as never before. I am most grateful for this conference. I shall try to take back to my organization some of the divine fire. It has been good to be here."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Dr. Finegan, an official delegate appointed by the United States Government, also represented the National Education Association. He reported to the conference the action of the Representative Assembly of the N. E. A. in passing a resolution to bring about the organization of an International Congress of Education to be held in the United States in 1923. Dr. Finegan emphasized the significance of this movement to internationalize the work of the National Education Association as a means of carrying on the splendid work begun in this conference.

That teachers in other countries besides the United States have a vision of the part education should play in helping solve problems of international relationship, was evidenced by a resolution sent by the Council of the New South Wales Public Teachers' Federation. This resolution advocated the teaching in the schools of all countries "the will to peace." It also suggested that the cooperation of nations not represented at the Pan-Pacific Conference be sought. In this message, the Australian teachers were anticipating just such a gathering as the World Conference on Education, which the National Education Association is planning for 1923.

The significance of a "Conference on Education" that dealt with international relationships was expressed in these words in an editorial in one of the daily papers in Honolulu: "That the men and women who are here to discuss educational and other problems, primarily of the Pacific countries, but really of the whole world, realize what an enormous amount of influence they can bring to bear upon the solving of those problems and that they are willing and ready to play their part in the big movement of better understanding between nations—no one who heard the speeches Wednesday night can deny."

No finer sentiment, expressed more sincerely, was ever heard than the speech of Dr. F. Milner, delegate from New Zealand. Dr. Milner urged that the delegates, as teachers, set themselves to the task of breaking down the barriers that separate nations and make them enemies of one another. "I am sure that *an educational entente* of the world will do more than any one thing to bring about that higher ideal."

The True Teacher

RAYMOND E. MANCHESTER
Kent State Normal College, Kent, Ohio

COULD I be a good fairy and confer a gift upon humanity I should choose the gift of happiness. In presenting such a gift I should bestow that priceless possession of enthusiasm for life itself; I should bring to the world the inspiration needed to create new and more abundant happiness for those who live to advanced years; I should keep the bottom of life's cup free from bitterness, and I should make each day sufficient unto itself because the past would record no regrets and the future would hold out no false promises.

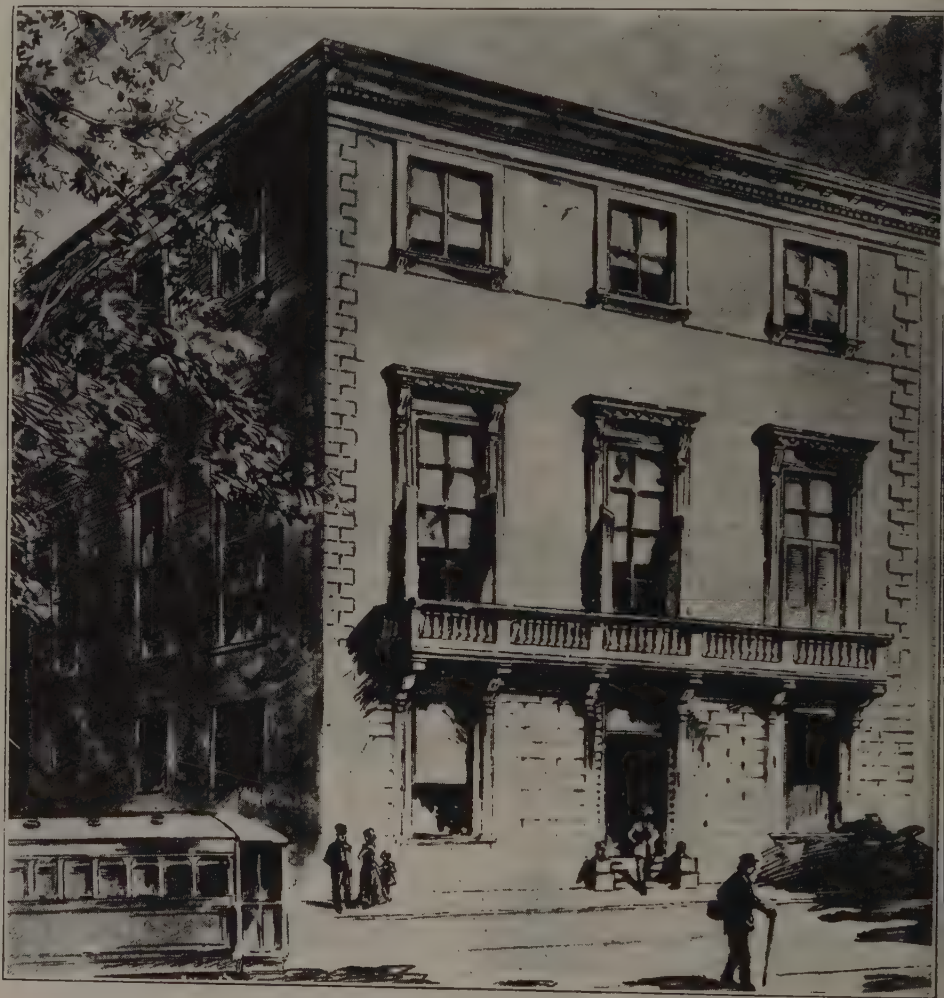
He who likened life to a race between a white horse representing good and a black horse representing evil with the victory ever uncertain, perhaps had in mind the uncertainty of all human endeavor, for surely if human thought be not in vain the white horse could be made to win. And if such uncertainty there be, it must be due to ignorance, for human reason must by its nature choose well-being in place of destruction and sorrow.

Further if education be what its definition would indicate, he is thrice blessed who chooses to teach, for thereby he desires to reduce this ignorance, the mother of uncertainty. To teach is to bring nearer that gift of happiness which is well-being and contentment and the inspiration needed for creation. If this be true, the teacher is the greatest of all possessors because he gives of his riches most freely. His is the joy of possessing happiness and participating in all the happiness he brings to others. Certainly no wealth could surpass this.

With all this in mind a teacher should be thankful that he is privileged to devote his energies to the better adaptation and use of knowledge in human affairs. His good fortune brings him into an aristocracy safe from all revolution and free from all snobbery. It is an aristocracy not open to those who would buy or seek position through special favor. He has the pleasure that comes from connection with constructive effort.

No true teacher can maintain a trivial attitude toward life. This fact in itself makes teaching a worthy vocation. It provides for the teacher an idealism that sustains not only him but through him sustains society as well. A teacher's close connection with ever-confident and ever-optimistic youth, through contact with the ambitions of those with achievement still ahead of them, promotes a discriminating appreciation for the fine things of life. The consuming jealousies that drag some to the depths pass him by for his is the task of giving to others the guiding inspiration that carries them to success. His reward is the success of those he inspires, and his compensation is the inspiration that come with such reward.

No teacher can know the extent o his influence. His students take fror him the treasures he gives and in tim pass on to others what they have learned Like the sower, his seed falls on goo and bad soil alike. But ignorant o what the harvest may be, he has the immediate satisfaction that comes to thos who know that theirs is work well done No wonder or amazement should b expressed that the teacher clings to hi

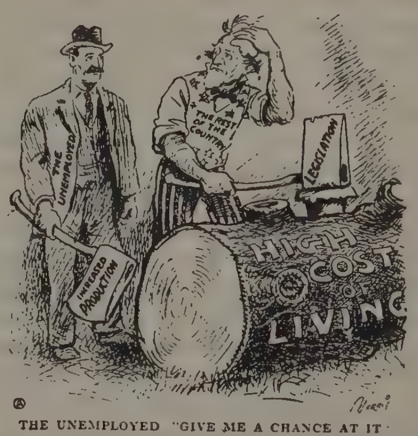


The Birthplace of Our National Association—*On August 26, 1857, was held in Philadelphia, in this building, the first meeting of the National Association, then organized as the National Teachers' Association. This building, known as the Athenaeum, was built in 1847 by* **The Athenaeum of Philadelphia,** *one of the early library societies, established in 1813. Its upper floors are still occupied by that library. It is located on Sixth Street below Walnut, opposite Washington Square. Built with pleasing proportions in the Italian style of architecture, it was considered one of the city's chief adornments in its day. The school authorities of Philadelphia occupied a large room 42 feet by 57 feet on the east end of the first floor of the building for almost twenty-five years. In this room gathered the spirited leaders who became the first members of our Association. The Annual Report of the Athenaeum of Philadelphia for 1857 contains a lithograph of the building and an account of its construction. A copy of this report, along with other valuable source material, was obtained through the courtesy of Mr. John Ashhurst, Librarian of the Free Library of Philadelphia. This picture is from a sketch by Frank H. Taylor, of Philadelphia.*

work when those he serves are forgetful of his right to the ordinary pleasures of life. A noble calling always holds noble men and women. If the teacher maintains his position heroically in the face of privation it is to his glory and the country's shame.

The teacher is a leader of all humankind. Like a beacon-light in surrounding darkness his large-mindedness helps to strengthen the faith of men in hope and in inspiration. His is the example that stimulates those who discover more knowledge and who perfect new and better skills. His is the enthusiasm that leavens human thought, and his the optimism that strengthens those in despair.

Give a Job



THE UNEMPLOYED "GIVE ME A CHANCE AT IT"
—Morris for the George Matthew Adams Service

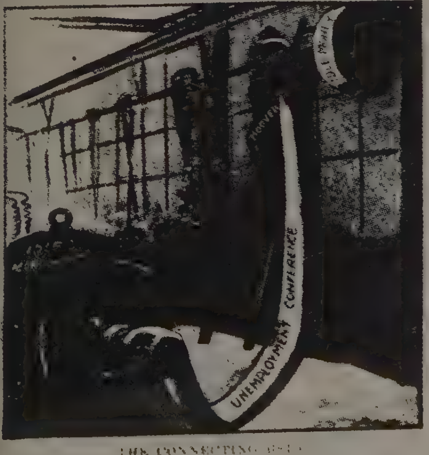
THESE CARTOONS give some idea of the enormous economic waste arising from widespread unemployment. They do not measure the moral waste that springs from idleness and its attendant evils. Nor do they even suggest the suffering from hunger and cold and disease and discouragement that must be the lot of millions of Americans during the winter months if remunerative work is not found for the Nation's great army of unemployed. The situation is grave. It presents a National problem. There may be communities without unemployed, but there is no community, however small, which cannot by using its buying power help to give work to men who otherwise would be idle.

NOT SINCE the memorable food campaigns of the war period have the schools responded to a national appeal for patriotic coöperation as they have to the request of Mr. Herbert Hoover to do their share in the movement to relieve unemployment.

Through the National Education Association the educational leaders of the Nation were called upon to do two definite things. First, to aid in the movement to give immediate relief to the Nation's unemployed. Second, to include in those sections of courses of study which deal with current events, and with economic and social problems, special consideration of the conditions which control employment in an effort to find permanent relief.

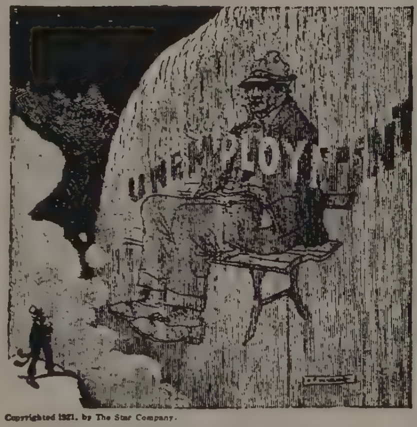
The emergency measures include a general campaign to find the millions of small jobs and to promote the construction of public works of all kinds.

Employment and the Schools—There has never been in time of peace a graver problem than that which faced the President's Unemployment Conference, when it assembled on September 6. According to the only figures available there were from three and a half to five million unemployed upon whom depend many other millions for food, clothing, and shelter.



THE CONNECTING [illegible]

The Conference called upon the mayors of cities to help solve the problem by organizing emergency committees which would register unemployed men in every city in the United States and coördinate the work of finding jobs. It called upon governors of States to lend their aid and upon the press to give publicity that the Nation might not forget the facts.



Copyrighted 1921, by The Star Company.
A NIAGARA GOING TO WASTE.
—Williams in the New York American.

The Conference also called upon the National Education Association because the schools touch more intimately and directly the homes of the Nation than any other single agency. If present needs are met, there must be more money spent on public-school construction during the next year than upon all other public works combined.

The Conference especially urged that municipalities extend their building operations, particularly the construction and repair of public schools to the fullest possible volume compatible with existing circumstances. That existing circumstances are generally favorable is shown by the fact that over $700,000,000 of municipal bonds—the largest amount in history—have been sold in 1921. Of these, $106,000,000 were sold by 333 municipalities during August.

School Building and Unemployment—Hundreds of new school buildings are needed in every State in the Union. Hundreds of thousands of school children in the Nation's leading cities are in school only half time for want of seating space. Other hundreds of thousands are seated in buildings whose light and sanitation is a menace to health. Millions are in buildings ill suited to the purposes and requirements of education as it is now conceived and organized.

Every city in the United States which needs school buildings—and there are probably no exceptions—can by getting its building program under way give immediate relief to its unemployed. Especially in small towns and in the open country school building should be encouraged. The thousands of small building enterprises amount to an immense total. A school building for even a hundred pupils in the small town sets men to work. These men pay grocery bills and buy supplies, and thus give work to other men in other places. Small buildings call for lumber, sand, stone, and other materials, the supplying of which gives jobs to idle men. Many such buildings added to the larger building programs of the cities can be made to create a great tide of employment which must certainly mean better times for the Nation and its people.

The "Spruce-Up" Campaign—If every home in the Nation will find the small jobs, which can be done now as well as at some later period, and set people who would otherwise be without work to doing these jobs the effect on unemployment will be enormous. The schools touch the majority of American homes. Teachers can interest children in unemployment by assigning suitable topics for oral and written themes. The children will then wish to tell their parents about the campaign to find small jobs—trees to be trimmed, buildings to be cleaned or painted, fences to be built, new clothes to be made or old ones made over, and scores of similar tasks which will occur to the active minds of any group of children.

A Definite Obligation—No intelligent American can escape the obligation of service to his fellows. Understanding of and responsibility for the common problems are the very essence of democracy. The saying, "The world owes every man a living," is the shibboleth of criminals and slackers. The slogan, "The world owes every man an opportunity to earn an honest living," may well be the watchword of democracy. There is no tragedy that touches the heartstrings more certainly than the spectacle of able-bodied self-respecting men unable to support themselves and their families for want of work to do. In extreme cases food and shelter must be provided for the needy, but a far better remedy is to provide opportunity to earn the necessary money. Charity undermines self-respect and has a pauperizing influence. Work builds character and makes for happiness.

What the unemployment situation demands is the patriotic coöperation of every American citizen. There has never been a clearer call to service than the call to find jobs for the Nation's unemployed. Nothing unreasonable is requested by the Emergency Unemployment Committee. What this Committee asks is the concentration of the Nation's buying power on the unemployment problem. Let every man, woman, and child lend a hand.

Emphasis on Rural Education

THERE IS no need in education more fundamentally important than the problem of elevating rural education up to reasonable standards. The problem in a sense is not new. Rural education has always presented peculiar difficulties. However, the rapid expansion of the industrial life of the Nation, accompanying the substitution of automatic machinery for human labor, has seriously disturbed the balance between rural and urban life. Grave, challenging social problems have sprung out of the increasingly intricate situation.

The primary problem is that of maintaining a high-class, contented population on the farms of the Nation. In the solution of this problem education is essential, for all improvement in rural life must have for its foundation improved rural leadership—county superintendents who are as well trained and as professional as the best city superintendents; religious leaders whose vision has been broadened by study and travel; county nurses, and farm and home experts; county librarians able to bring broad intellectual leadership; farmers able to lead in movements for more efficient farming; and rural business men able to work out the difficult problems of rural business.

There is no one of these fields in which outstanding rural leadership is not now in evidence in certain localities. The need to extend such leadership throughout the Nation is imperative.

When the Representative Assembly of the National Education Association elected a rural leader for its president it expected emphasis on rural education. It will be a source of much satisfaction therefore that the new president has appointed a committee on county superintendents' problems composed of persons of recognized leadership in rural education. The chairman of that committee, Dr. Lee L. Driver, director of the bureau of rural education, State department of public instruction, Harrisburg, Pa., will have an article on its work in THE JOURNAL for January.

The other members of the committee are: Minnie D. Bean, superintendent of Pierce County schools, Tacoma, Wash.; J. L. Bond, State superintendent of public instruction, Little Rock, Ark.; Mary Bradley, superintendent of Scott County schools, Georgetown, Ky.; F. L. Browning, superintendent of Gibson County schools, Trenton, Tenn.; Mabel Carney, Teachers College, Columbia University, New York, N. Y.; H. B. Clifford, county superintendent of schools, Hartland, Maine; Albert S. Cook, State superintendent of schools, Baltimore, Md.; A. L. Harman, superintendent of Montgomery County schools, Montgomery, Ala.; F. A. Hathaway, superintendent of Duval County schools, Jacksonville,

BETWEEN MIDNIGHT AND MORNING

Lines Written for "King Albert's Book," December 16, 1914

Owen Seaman

You that have faith to look with fearless eyes
  Beyond the tragedy of a world at strife,
And trust that out of night and death shall rise
  The dawn of ampler life;

Rejoice, whatever anguish rend your heart,
  That God has given you, for a priceless dower,
To live in these great times and have your part
  In Freedom's crowning hour.

That you may tell your sons who see the light
  High in the heaven, their heritage to take:—
"I saw the powers of darkness put to flight!
  I saw the morning break!"

[From the Author's War-Time Verses, Second Edition, Constable & Company, London, 1916.]

Fla.; Sadie W. Hickey, superintendent Todd County schools, Sioux Falls, S. D.; Mrs. A. H. Hoffman, superintendent of Polk County schools, Des Moines, Iowa; N. A. Housel, superintendent of Madison County schools, Madison, Nebr.; D. E. Martin, county superintendent of schools, Oakland, Calif.; Edgar C. Pruitt, superintendent Sangamon County schools, Springfield, Ill.; Ethel E. Redfield, State superintendent of public instruction, Boise, Idaho; Agnes Samuelson, superintendent Page County schools, Clarinda, Iowa; Mary Shipp Sanders, superintendent of Williamson County schools, Georgetown, Tex.; Elsie Toles, State superintendent of public instruction, Phœnix, Ariz.; May Trumper, State superintendent of public instruction, Helena, Mont.; J. J. Unger, superintendent Cumberland County schools, Bridgeton, N. J.; and Brenton Vedder, superintendent Clackamas County schools, Oregon City, Oregon.

The National Union of Teachers of England and Wales

CHARLES H. WILLIAMS

Director of University Extension, University of Missouri, and member of Foreign Relations Committee of the National Education Association

THE NATIONAL UNION of Teachers of England and Wales is an organization which should be of interest to every member of our National Education Association both because of the numerous things it has accomplished for the teachers of those countries and because of the growing sentiment for a world organization of teachers in which the British organization would wield a powerful influence.

The National Union was founded in 1870. At that time it was composed of twenty-six local associations with a total membership of only four hundred teachers. In 1880 there were nearly 13,000 members; in 1890, 16,000 members; in 1900, 43,000 members; in 1910, 69,000 members; and in 1920, approximately 115,000 members, of which about 38,000 were men and 76,000 women. It thus appears that there has been a steady growth, with a very large increase in membership during the last ten years.

Among the objects set forth in the *Rules* of the National Union are the following:

To associate and unite the teachers of England and Wales.

To improve the condition of education in the country and to obtain the establishment of a national system of education, coördinated and complete.

To secure effective representation of educational interests in Parliament.

To maintain a high standard of qualifications of teachers.

To secure the recognition of the teaching profession as a diploma-granting authority.

To extend protection to teachers wherever necessary.

The National Union is not, as the name would seem to imply, a trade union in any form, nor is it directly affiliated with the labor organizations of Great Britain, although it coöperates closely with them. On the contrary, it is very similar both in aims and in organization to the teachers' associations of the United States. To be sure, it must be admitted that it is more closely organized and possesses more power in matters of legislation than does, as yet, our own National Association. Membership is voluntary. Any teacher employed in the elementary, secondary, technical, training schools, or universities, including those holding administrative positions, is entitled to join unless excluded by unprofessional conduct.

One of the most important features of the organization consists in the locals. Each local has its own officers, receives a portion of the fees, and has a voice in determining the policies of the central organization. The business of the national organization is conducted by representatives from the locals which meet once a year at Easter. More than two thousand delegates were present at the last meeting. During the time between the annual meetings, the business is conducted by an executive committee consisting of the president, vice-president, last ex-president, and treasurer of the Union, together with thirty-three other members elected by districts. This executive committee meets once a month and may be called together at any time by the president and secretary or upon the request of seven of its members. These meetings are usually held in London at Hamilton House, a handsome and imposing structure in north central London, owned by the organization. The Union has federated associations in the British colonies and is affiliated with an international organization of teachers representing the principal countries of Europe.

The dues paid by the teachers to the Union are considerably larger than the dues paid in this country. An annual fee of twenty-one shillings—about four dollars at the present time—is paid to the central organization, and in addition there are several other fees making a total of not less than six or seven dollars per year. The funds have been wisely administered, so that, due partly to a saving of funds each year, and partly to donations, the Union now has available a reserve fund of more than five million dollars.

Many advantages have resulted for the teachers from their organization. One of these consists in free legal advice. The Union employs a corps of lawyers of the most eminent ability and in addition retains throughout England for special occasions the services of a large number of solicitors. Free legal advice upon professional matters is thus offered to any member in need of it. Moreover, any member prosecuted in connection with professional matters is, upon approval of the Union, entitled to defense by a trained lawyer free of charge and to the payment by the Union of all costs in the case.

Another object accomplished through united action is the recognition of the right of teachers to serve as members upon school boards or committees. As a result, in a large number of towns and localities, the teachers have been granted a member upon the local board. They are thus assured that their viewpoint and interests will be adequately represented.

Still another result of organization is found in the splendid pension act passed by Parliament in 1918. In accordance with this law, teachers may retire at the age of sixty on an allowance from the government, which in many cases amounts annually to one-half of the yearly salary received at the time of retirement, plus the payment of a lump sum at the time of retirement which may amount to the full salary for one and a half years. Pensions are also provided in case of breakdown while in service, and death gratuities are granted to relatives or dependents of teachers dying before or soon after pensionable age. These pensions, allowances, and gratuities are absolute and are not dependent on any contribution by the teachers. Probably in no other country is there any system of pensions for teachers as liberal as this.

Perhaps the accomplishment most vital to the teachers consists in a large increase in salaries. Until very recently, teachers' salaries in England were totally inadequate. Largely through the efforts of the teachers' organization, salaries have been standardized within the last year throughout all England and Wales by a schedule known as "Burnham-scales." These scales were prepared by a committee representing both the local educational authorities and the Teachers' Union. Its recommendations were rapidly adopted by local committees throughout England and Wales, but did not receive the final approval of the National Board of Education until June, 1921. These scales are now in effect everywhere and represent a vast improvement over previous conditions. Each scale shows a minimum salary, an annual increment, and a maximum for men and for women. The entire country is divided into districts. Each scale differs slightly in the different districts to meet differences in the local cost of living. Each teacher now knows that he is being paid approximately the same salary as any other teacher doing the same kind of work anywhere in the Kingdom. The teachers are enthusiastic over the new arrangement.

During recent years the Union has centered much of its attention upon the matter of securing good legislation by Parliament. At the present time no bill of importance affecting education is passed in Parliament without consultation with the Teachers' Union. So effectively have the teachers worked in politics that several members of Parliament at the present time were elected largely through the influence of teachers and devote the greater share of their attention to the passage of educational measures. Practically everywhere the teachers seek preëlection pledges from candidates for Parliament, supporting those who are favorable to progressive legislation.

In spite of the remarkable achievements of the Union, many things yet remain to be done. In an interesting summary, the Secretary sets forth the accomplishments of the past and calls attention to things which remain to be done in the future. The following are a few of the accomplishments: The Pension Act of 1918; freedom of teachers to serve on local education boards or committees; right of appeal against unjustifiable dismissals; freedom from excessive extraneous tasks; greater facilities for completing university degrees by teachers; the reduction of excessive and unnecessary statistical returns; the abolition of the former absolute power of the inspector over the teachers' certificate; the abolition of secret reports by inspectors; the reduction of the number of noncertificated teachers; the reduction of the number of pupils in charge of one teacher; and large increases in salaries.

Among aims of the teachers yet to be realized are the following: Greater aid from the imperial exchequer for local rates; stricter enforcement of attendance laws; the establishment throughout the country of junior employment registries to give advice and assistance to parents in the matter of employment of children between the ages of fourteen and eighteen years; the gradual improvement of standards of qualifications of teachers; and the firm establishment of a complete system of national education with full possibilities for every one in day and evening schools, colleges, and universities. Judging from past achievements, the Secretary is justified in predicting that most of these aims will be realized in the near future.

What Might Be Done With The Money War Costs

PROPOSED AIRCRAFT CARRIER
Estimated to Cost $26,000,000

The money two such ships will cost would provide an increase of $800 per year for five years in the salaries of 13,000 school teachers.

Adapted from "The Next War" by Will Irwin. E. P. Dutton & Co., New York.

THIS CARD is one of a series of twenty, each of which presents graphically a compelling argument for armament limitation. The Exhibit of twenty nine-by-twelve-inch cards may be had for one dollar from The National Council on Limitation of Armament, 1811 Eye Street Northwest, Washington, D. C.

Some Moral Aspects of Physical Education[1]

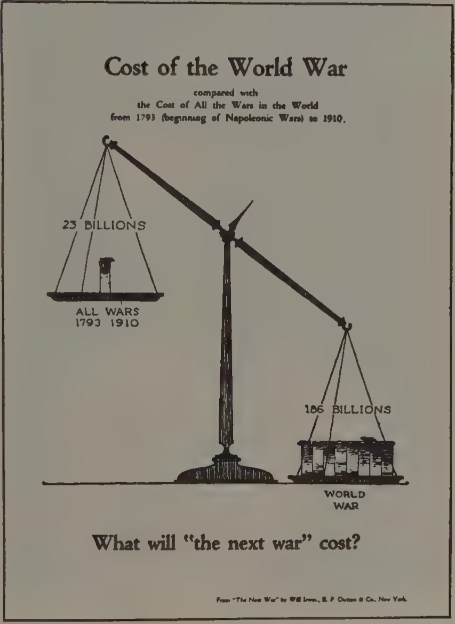
ARTHUR HOLMES

President of Drake University, Des Moines, Iowa

TO GIVE ADEQUATE significance to physical education it is necessary to set it in its proper relation to education in general. Education is both a process and a product. Considered as a process it is the making of habits, physical, mental, moral, and religious, out of the inborn re-actions of the child. The re-actions are automatic like the heart-beat, which require no stimulations outside of the body; reflexes, unconscious actions, which do require stimuli outside the body, like breathing and digestion; instinctive actions, involving the whole organism, stimulated from outside the body and accompanied with consciousness; ideational actions, which are stimulated by ideas, are not only accompanied with consciousness of the act, but also of knowledge of its purpose or significance. From these four re-actions are formed habits, which in their pure state are unconsciously performed. Examples of such habits are the postures of people, the holding of one shoulder higher than the other, the stepping upon one foot harder than the other, talking with one side of the mouth, and many other similar common tricks and acts. These habits, and all others, some accompanied with consciousness, are the product of educational processes.

Such an idea, it will be seen immediately, introduces a new democracy into education. No longer are invidious distinctions made between mere book-learning and other habits. It is recognized that spelling "c-a-t" is merely a habit; the multiplication table another habit; sewing another; gymnastic exercises another; but all are education whether applied to metaphysical disputations or plowing corn.

There are indeed levels of education. The lowest is improvement, in which process the inborn instincts are improved by mechanical means or mere practice. A hound-dog naturally trails by scent, but he can be improved by mere mechanical practice. The next stage is training by means of imitation. Monkeys have that power in a high degree and are therefore sometimes given credit for a high intelligence. Certain subnormal human minds can learn only by being shown how to perform an operation and then doing it. The third stage is true education. Here the intelligence is so high that the person can be told how to do a thing and goes and does it. It is the symbolic stage of education, one in which symbols can be used for transmitting instruction from which habits can be formed.


Cost of the World War
compared with
the Cost of All the Wars in the World
from 1793 (beginning of Napoleonic Wars) to 1910.
23 BILLIONS
ALL WARS
1793 1910
186 BILLIONS
WORLD
WAR
What will "the next war" cost?

From "The Next War" by Will Irwin, E. P. Dutton & Co. New York.

It is on account of these three levels of educational ability, implicit in human experience but often unnoticed, that physical education has been placed by popular judgment and by many educators upon a low plane. Dealing as it does with physical movements easily seen and imitated, and taught almost always by the imitative process alone, naturally and gradually the idea prevailed that students of such an art did not need the high powers of intellect necessary in other realms of learning.

Of course such a judgment has its modicum of truth. But the usual method of giving physical instruction by example and illustration, need not be the only one. Neither is it true that all students of physical education learn by observation alone. In club swinging, for example, some students listen to instructions, then form in their own minds an image of the movement and then swing the clubs. Such a process of learning is on the highest plane and involves mental processes similar to those involved in learning any subject, like geometry, for instance. The glory of physical education, then, is its ability to aid students on any plane of ability; and in this universality of application it has especially demonstrated its utility in developing young children and subnormal persons of all ages. On the other hand, the fact that it is taught by correspondence proves its right to be classed with the highest types of education wherein symbolic knowledge is translated into physical habits.

Moral education, as indicated by our discussion above, considered as a product, consists of right habits; considered as a process it is the making of right habits. The making of right moral habits divides itself naturally into two methods; making habits by inculcating ideals of conduct, which ideals by their idea-motor force bring about movements, direct these movements, and suggest other ideas. In other words, ideas are motive, directive, and suggestive. This phase of moral education might properly be called moral instruction.

The other phase of it is making right habits by training, that is, by repetition of those actions which are considered right. Such repetition is often produced by the force of example, and appeals to the instinct of imitativeness, involving no intelligence higher than that found in small children or lower animals. Some thinkers, of course, would deny that such actions have any claim to being classified as moral, but we need not stop in the middle of a practical talk to discuss a theoretical question. Good habits can be and are formed by the repetition of proper actions, no matter what may be the reason in the mind of the agent for performing such actions. To such a process physical education undoubtedly holds a close relation. Therefore, it is the feasibility of such a process, and not its theoretical implications which are interesting to us.

The making of right habits implies also the proposition that we know what is right. This assumption is a practical as well as a theoretical one, and upon the answer to "What is right?" depends to a large extent the relation which physical education holds to morality.

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[1] **Delivered before the Department of Physical Education at Des Moines, Iowa, July 6, 1921.**

If, for example, it is true, as intuitionism ethics has insisted it is, that man perceives right and wrong through his moral sense, in a manner somewhat similar to perceiving beauty through his æsthetic sense, then it might be hard to show that gymnasiums and athletic fields had anything to do with the matter. How such a sense could be whetted and sharpened and sensitized by the vigorous games and the mortal contests of the athletic battles carried on in our high schools and colleges, is not only hard to understand, but is easy to feel how just the opposite result could be thought to ensue. Would not fine discussions on casuistical questions, deliberate and reflective meditations on moral stories and religious experiences as conducted in the universities, monasteries, Sunday schools, and Bible classes, would not these seem far more conducive to the development of that tender solicitude for the right which characterizes the institutionist who must depend upon a sharpened moral sense for making moral distinctions and a tender conscience for impelling him to moral habits? At any rate that has been the usual and common and almost universal method of moral training until recent years. The correlative fact that our penitentiaries have been fairly full, that adolescent crime has been increasing faster than the population, in spite of juvenile court procedures which reduce convictions in number and severity, may and may not be somewhat of a commentary upon that system.

The difficulties with intuitionism as a method of knowing right aside from the feasibility of imparting a moral sense by any sort of instruction, is the fact that two intuitionists, both absolutely sure they are right about the same issue, may contradict each other. Slavery and prohibition are two great historical moral issues on which good people divided with entire sincerity and entire though opposite purity of conscience. Then, too, the same person, on the same moral issue, will through his moral sense from which there is no appeal, one time judge an action to be altogether wrong which later he will judge by the same sense to be altogether right. A young student, who had lived in a country town permeated with a strong religious spirit, told me how when he first came to a large city to live he thought it absolutely wrong to ride on the streetcars on Sunday. Within six months after his moving there he had completely reversed his moral judgment and scouted loudly any moral taint whatever in such riding. Though such a system of judging right and wrong is common and very widespread, and under the slogans, "Right for Right's Sake," "Virtue is its own reward" arouses for itself a strong enthusiasm, nevertheless, it is simply the old pagan ethics, impossible to pursue in all phases of life and leading eventually when carried out to its logical conclusion and practice to each one's doing what is right in his own eyes.

Different from this intuitionism are the so-called rationalistic or reasonable systems of ethics. They set an end or goal of conduct and insist that any action is right which intends to reach that goal; and on the contrary, any action is wrong which intends to reach some other goal. The goals have been variously set. One is the greatest happiness of the greatest possible number of people. That objective involves at times sacrifices of the individual's happiness, and is the system which most people, when they hear of it, immediately claim to be their own. Another related system sets the happiness of the individual, here and hereafter, as the final goal. These two systems can be harmonized by belief in a hereafter in which self sacrifice in this earth will be compensated by greater happiness hereafter Then other goals, not necessarily involving happiness, may be set, such as th largest or most varied possible experience, painful or otherwise. That seem to be somehow lodged in human desir and is brought out in the rebellious lines

> If I had lived in Eden
> I would ha' climbed the wall!
> For I want not only the sweets o' life,
> But all, all, all!

Assuming that morality which i feasible and practical *does* set a goal and that goal is either happiness or character in its widest and broadest sense then moral education would be th formation of habits which would giv happiness to self or others, or allow th individual habitually to experience th widest possible number of sensations.

To such a scheme it can be easily seen off-hand that physical education woul immediately and powerfully minister For physical education, defined as th formation of muscle-habits, and especially large muscle-habits, with all th attendant involvement and action o nerves, bones, sensations, perceptions memories, imaginations, and ratiocinations, would play as large and as vita a part as any other kind of education ever conceived or practiced by man. On this assumption the gymnasium and th athletic field would become not only palaces of physical health and enjoyment, but with the lecture-hall and Sunday-school room, true means of instruction and training in that supreme art o living life to its fulness in the highes and finest meaning of morality.

To be more specific and therefor more helpful, let us investigate this relationship between physical and mora training in two rather broad phases o life experience. All of us are familiar with that psycho-physical parallelism which underlies all our theories of the relationship between mind and body, or all the relationships between matter and spirit. That theory, applied to thinking human beings, insists that mind and body are so intimately related that what touches one touches the other. It is simply impossible to take a human body into a gymnasium or out on the athletic field and leave the mind behind. Both are there. What affects one affects the other. If the mind sets as its deliberate moral goal in life the happiness of the largest number, then physica exercise holds some relation to that goa and its achievement. If health conduce

MINA KERR, president of the Department of Deans of Women of the National Education Association. Miss Kerr, who is dean of women at Wheaton College, Norton, Massachusetts, was for many years dean of women at Milwaukee-Downer College.

to happiness, physical exercise as a past-discussion aid to health, also makes morals. If physical education is conducive to efficiency, then that efficiency of body and mind applied to making people happy is enhanced. If posture, as the James-Lange adherents to the theory of emotions insist has much to do with the color of one's own feelings, and these feelings have much to do with one's morals, then corrective gymnastics are essentially and *par excellence* moral trainers. Try to imagine a liar standing straight up, knees back, chest out, chin down, eyes level, looking the whole world in the face! Imagine a coward advancing with a decided step, left shoulder forward, jaw set, fists clenched, eyes half closed! No; all the words which describe the feelings attendant upon one kind or the other of a moral character describe more frequently and more accurately the physical attitudes and physical movements of the characters. Any physical education teacher, who possibly perfunctorily and blindly, teaches daily the humble "setting-up exercises" ought to receive from the radiance of this higher conception of her work some sustaining and invigorating glow which will always transform her task from apologetic routine into that most holy art, the making of men and women in the broadest, biggest, and best sense, a work surpassing any transfixing of no matter what poetic forms in dead paint or cold marble.

The other phase of life which to my mind is highly significant for relating physical and moral training is play. That human and animal activity, which has had such a long and influential career upon earth, has only comparatively recently succeeded to its proper place of importance as an educative factor in the thought of educators. Greece recognized its place in fulness; in Rome the vision was partially obscured; in Mediævalism it was swallowed up in black darkness; but the Renaissance rediscovered it with a twilight perception, and modern educators place it where it belongs, as the highest and most fruitful of all educational activities. Froebel spiritualized it and set it once for all above mortal pollutions with his supreme apotheosis: "Play is the purest and most spiritual activity of men." Play which once marked the historic dates of Greece with its Olympiads, which has preserved some of the most fervid of religious experiences in its Passion Plays, which in pageants marches history before our eyes, and in games calls out the immortal spark of children and men, is to my mind the one pure and infallible teacher of morals.

Why is such a supreme place to be given to play? Simply because genuine moral education is fitting oneself to one's own world. That world for children, when morality is being most developed, is the play-world. There, on the play-ground, in the games, a boy gets his first real conception of law. *He finds that games cannot be played without rules.* Elsewhere for him might makes right. His elders impose their wills upon him by their superior physical powers. In the "crowd," or the "gang," the same holds true. The strong impose their wills upon the weak. In play, rules hold in check primitive, brutal, physical strength. Skill, intelligence, agility, these and other qualities of higher civilization, come in to suppress and modify the advantages due to mere brute strength. They are capable of expressing themselves upon the results of the games because the rules of the game hold. If one rebellious player breaks the rules the game goes to pieces; anarchy results; play disappears; the child's world is shattered; his fun is gone; black calamity has arrived. Nowhere does he get that awful feeling of utter, calamitous ruin so acutely as when it dashes in upon the joyous hilarity of a full-swinging game. Child-life feels that calamity to its inmost being and feeling it, is prepared thereby for citizenship in a larger world of conservative order.

Appreciation

A WORD of encouragement is worth more than a long fault-finding harangue. A sign of appreciation will stimulate better and more successful effort. A warm handclasp will evoke the spirit of cooperation, while a frown or a sneer will freeze the heart or make it bitter and resentful. Let your countenance radiate cheer, good will, and faith and your world will resound with joy and service.—From The School News of New Jersey, September, 1921.

Again, he realizes law from the democratic point of view. The rules of the game are valid for him because he freely accepts them himself. They are not imposed from above, but accepted by all the participants as just and right. They are just and right because they preserve the points of the game; they permit the attainment of the goal. The game is saturated through and through with the deepest feelings the child-player will ever experience. His emotions are at the highest pitch; his energies are enlisted with their utmost intensity; and still under this supreme strain he must keep the rules and play fair. Is there any experience in later life wherein there will be any factors different from these? Will there come any greater strain of temptation? Is not the play-ground, then, the supreme moral trainer when it trains in habits which will accompany the adult in every activity of his life?

Of necessity this must be but a brief and sketchy treatment of a subject calling the mind into many of the widest and deepest of life's experiences. The treatment of it so briefly can be only cursory and suggestive. If such treatment, however, leaves with the teachers of physical education any inspiration even for a moment, or any newer insight into the reaches of their profession into those heights where we are accustomed to think that human inspiration and human satisfaction so essentially reside, then it is not in vain. Possibly meditation and reflection being added to these suggestions, genuine inspiration and permanent enthusiasm for this basic thing, physical education, will come and will carry the too much humbled teacher happily through days of joyous service. May each teacher be imbued always with the thought that while he is laying for his pupils the foundation of all higher life in strong and healthy bodies, by the miracle of that unity which constitutes personality he is also strengthening, purifying, and beautifying that whole magnificent edifice called human character. It seems to me that the thought, if not the words of Edwin Markham, written in another connection, apply here with peculiarly inspiring power:

> We men of earth have here the stuff
> Of Paradise. We have enough.
> We need no other stones to build
> The stairs into the unfulfilled.
> No other marble for the floors,
> No other ivory for the doors,
> No other cedar for the beam
> And dome of men's immortal dream.
> Here on the path of every day,
> Here on the common, human way,
> Is all the stuff the gods would take
> To build new Heavens. To mould and make
> New Edens. Out of the stuff sublime
> To build Eternity in Time.

The **Journal** *of the*
National Education Association

Published monthly except July and August by the National Education Association of the United States.

President, Charl Ormond Williams
Secretary, J. W. Crabtree

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to the *Journal*.

Subscription to non-members is $2.00 per year; single copies, 25 cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

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A Notable Petition

THE OVERWHELMING and widespread sentiment in favor of a Federal Department of Education with a Secretary in the President's Cabinet has been nowhere more emphatically revealed than in the petition to the President of the United States published in facsimile elsewhere in this issue of THE JOURNAL. Each signature on the petition carries with it the authority of a great National organization whose members have carefully considered the proposal for a Department of Education and after thoughtful discussion have voted to support the measure.

The original copies of the petition were beautifully printed on sheets of parchment bond paper eleven by sixteen inches in size. They were then taken or sent to the various signers. When consideration is given the number of busy people involved and the number of miles that the petition had to travel for signatures it is noteworthy that the task was accomplished in the short space of one month. The conference out of which the petition grew met in Washington October 1 and 2. The petition was presented to the President on October 31.

It was indeed fitting that the small committee which presented the petition to the President should include Mrs. Thomas G. Winter, President of the General Federation of Women's Clubs—an organization which has long been an enthusiastic champion of the cause of education. Other members of the committee were Miss Charl Ormond Williams, President of the National Education Association; Mr. A. Lincoln Filene, President of the National Committee for a Department of Education; and Congressman Towner and Senator Sterling who presented the delegation to the President.

Members of the Association may well rejoice that it is not obliged to fight its battles alone. The organizations represented on the petition are only a few of the many agencies that have rallied to the association's program of service. Such overwhelming forces must eventually win primary recognition for education.

Ku Kluxism and the Schools

THE VIGOROUS reaction of public opinion against the "ideals" of the Ku Klux Klan and its alleged practices signalizes the return to a most wholesome type of "normalcy." The psychology of war unfortunately encourages intolerance and even condones a petty type of persecution. This spirit is likely both to outlast the war itself and to spread far beyond the limits of those issues upon which there can be no differences of opinion once the gauntlet of war has been picked up. It is a tribute to the intelligence of a people that its collective opinion not only discriminates between disloyalty to the common cause in time of war and sincere differences of opinion and belief in time of peace, but also adjusts itself quickly to the changed situation.

The schools can well claim some of the credit for this intelligence. The reaction against Ku Kluxism is due in large part to the general belief that the organization in question has reflected a dangerous type of religious intolerance. Liberty of conscience has a firm foundation in our National traditions. Some critics of the teaching of history in our schools have ridiculed the emphasis that has been placed on the study of colonial development. And yet through the story of the Pilgrims the ideal of religious liberty comes forth so clearly that even a child can understand and appreciate what it means. Roger Williams and Anne Hutchinson and the tragedies of Salem witchcraft teach the dangers of religious persecution. Lord Baltimore and William Penn impress the essential humanity and the power for good that reside in the ideal of religious toleration.

We hazard a guess that the present firm attitude of the American people against anything that smacks of religious intolerance or persecution can be traced, in part at least, to these teachings. In any case it is clear enough from our history that, of all varieties of self-proclaimed "100-per-cent patriots," the kind that the country can get along best without is the bigot.

Humanity on the Block

THE BARBAROUS practice of selling hungry, unemployed men on the block has been rightly condemned by the municipal authorities in several cities. However, the question gives food for serious thought. No sane person wastes sympathy on the habitually lazy and idle, but the spectacle of able-bodied men willing to work going idle and hungry and cold, and languishing in mental distress over the plight of their

GEORGE B. THOMAS, president of the Department of School Administration of the National Education Association, is chairman of the School Board at Portland, Oregon. His philanthropic interest in boys and his past experience in the blast-furnace business account for his invaluable assistance at Benson Polytechnic High School, Portland, Oregon.

families, all for want of jobs, touches the heart of civilized people everywhere.

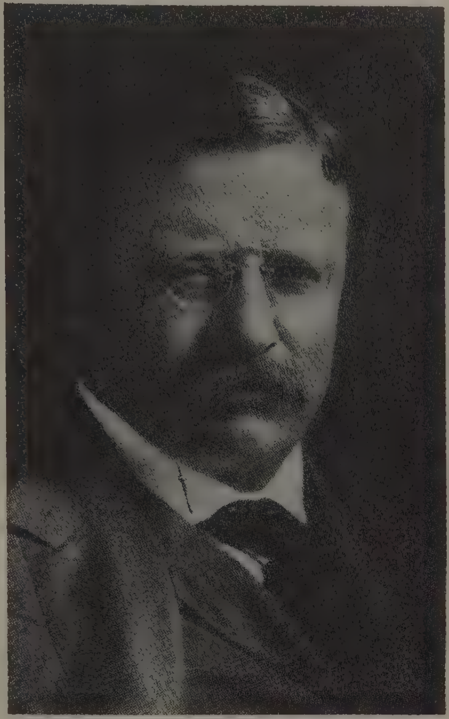
While economists, statesmen, financiers, and industrial engineers are trying to overhaul the economic structure that makes widespread unemployment possible, educators may well give some attention to the problems of eliminating illiteracy, which is the acknowledged cause of much idleness, and to so training future workmen as to make them less dependent on fields of employment so limited in scope that any industrial readjustment is certain to mean severe hardship.

For example, there are few tragedies worse than that of the individual, who working at a single mechanical operation in a specialized industry has reached middle life knowing no other means of livelihood, despondent because his task has been taken from him by the vicissitudes of our economic life and the new developments of a mechanical age. Civilization cannot afford to crush those who have served it faithfully. The schools must join the public in an endeavor to provide through universal education that training which will enable men to adapt themselves to the requirements of the changing industrial life of the Nation.

Life Enlistments

MANY MEMBERS of the National Education Association will welcome the opportunity to pay dues for life given by the action of the Executive Committee at its meeting in Washington on October first. Life memberships were recommended in the reports of both the Secretary and the Treasurer and approved by the Representative Assembly at Des Moines. They are the logical outgrowth of the growing interest in professional organization now evident in all branches of the educational service.

While life memberships give no privileges not enjoyed by active members, they have decided advantages both to the member and to the Association. The life member will receive all the publications of the Association including THE JOURNAL, the large volume of Proceedings and special reports, during life, without having to give further thought to the matter of paying dues. He thus has throughout life living contact with the most representative body of educators in the world for the relatively small sum of one hundred dollars. How small this sum is may be seen from a simple comparison. Four years spent in a teachers' college during the period of professional preparation cost about $4000. For one-fortieth of this amount there is offered the opportunity for a life investment in a continuing professional preparation, which, as every wise teacher knows, is fully as important as the preliminary preparation.



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THEODORE ROOSEVELT, exponent of Americanism, whose birthday was widely observed by school children on October 27. American Education Week may well recall Mr. Roosevelt's stirring message, "There can be no divided allegiance here. Any man who says he is an American, but something else also, isn't an American at all. We have room for but one flag, the American flag. . . . We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house; and we have room for but one soul loyalty, and that is a loyalty to the American people."

The life member also has the advantage of knowing that he has made a substantial and permanent contribution to the improvement of his profession. All life membership fees go immediately in the permanent fund of the Association. This fund helps to make it possible to continue the effort to obtain more nearly adequate salaries, suitable buildings, better working conditions, and more generous appreciation of education by the public.

The life member has made a definite investment in social progress. The work of the National Association has been kept upon a high plane. The association has made large contributions to the general welfare of our people. Every battle won in behalf of a sound education for every child and continuing education for every adult is a contribution to social progress and the professional army that must lead in fighting such battles will be greatly strengthened by a large number of life enlistments.

Shall Armaments Be Reduced?

IF THIS QUESTION could be put to the enlightened peoples of the world, the reply would be a thundering "Yes." It is upon peoples rather than upon rulers and diplomats that the burden of wars and potential wars falls most heavily. The problem of smaller armaments is primarily one of mutual understanding and appreciation, which have their foundation in the education of all the people.

History in one of its phases is an account of the widening of men's sympathies. The kings of Bible times ruled over territories that to us seem small indeed. Yet each ruler fostered among his people the narrow patriotisms and petty jealousies that were the basis of wars so small that they were hardly more than struggles between families and neighborhoods.

The broader understanding of modern man has made these petty wars unnecessary and the energy thus released has been turned into constructive work, which has made possible the stupendous progress of modern times. But there are still differences that call for broadened intelligence. The areas in which petty neighborhood wars are possible have been greatly restricted, even within the experience of living men, but there is still possibility of world conflicts so intense and extensive as to threaten the whole structure of civilization which tediously has been built up through the centuries.

The International Conference now in Washington meets to consider the limitation of armament. In reality it must consider vastly more. The delegates at that conference must have in mind the various relations between the peoples of nation and nation. Before they will agree to smaller armaments they must be satisfied that larger armaments are not needed. Theirs is the solemn task of whittling away the misunderstandings that demand great armaments. The citizens of no nation will wish its delegates to feel that they must reach agreement at any price. There are still brave hearts who, if the perfecting of civilization requires it, will be willing again to see the flame applied to the crucible. But the peoples of the world will scrutinize the acts of their representatives at this conference with a will to know and to understand intensified by the terrible experiences of recent years. The people will demand, and justly demand, that their rights and wishes be elevated above the dictates of any narrow diplomacy.

NOTES *and* ANNOUNCEMENTS

Enrolment and Affiliation—On account of the publication of the names of members of the Representative Assembly and the Index in this issue a considerable list of affiliations and one hundred per cent enrolments has been held over for the January JOURNAL. A large number of schools are now trying for one hundred per cent enrolment. The January list promises to be the largest yet published.

The Wisconsin and Minnesota associations voted to affiliate with the National Education Association at their recent meetings. This leaves Rhode Island as the only State not now affiliated with the National Association.

Four new addressograph plate cabinets have recently been added to the equipment of the Department of Records and Accounts.

Readers of THE JOURNAL will be pleased to see the increased amount of advertising in this issue. A still further increase is assured for January.

THE JOURNAL tries to keep its advertising on a high plane. It refuses hundreds of dollars worth of advertising every month to avoid promoting unworthy enterprises. Advertising of the right kind is read by every progressive teacher because the heavy advertiser is usually a good citizen who has faith in what he is doing.

THE JOURNAL appreciates the fact that its readers not only read the advertisements, but that they let the various firms know that they read them. The best way to promote a good enterprise is to appreciate it. The surest way to destroy inferior products is to praise superior ones. Study the service of our advertisers. It pays.

The sudden death of Superintendent Frank V. Thompson, of the Boston Public Schools, was a shock to his many friends throughout the United States. Dr. Thompson had been busy this fall with plans to make the summer meeting of the National Education Association a success.

Department of Superintendence

THE PROGRAM for the department will include consideration of the following general subjects:

1. The outlook in education—commercial, cultural, technical, industrial.
2. The organization necessary to promote the program outlined.
3. What physical equipment is necessary to promote the program outlined?
4. What technique of instruction is best designed to conserve time and effort?
5. How shall the program of public education be financed?
6. What benefits may be expected to accrue to young people through public education?

The program is designed to treat in cross section the field of administration and supervision.

1. It is planned to invite representatives from industry, commerce, technical and academic schools to discuss from their respective points of view the types of education the public schools should offer in preparation for higher education or for service in business affairs.

2. County, State, and National organization has not been so highly developed as that of the city, the city being more compact and closer to the pupil and therefore more easily financed and checked. Support must be forthcoming to develop the three units for obvious reasons. This program should make public the best that has been thought and done for in each of these three units.

3. In view of the country-wide building of schools, it is hoped that able architects and schoolmen who have been engaged with new construction and rehabilitation of old buildings, may bring to this program on Tuesday the best the country has produced in plans for all types of schools. A large room will be provided for the meetings and exhibits. No pains will be spared to make this division successful.

4. This department will be concerned with the science and technique of education. Opportunity is offered to display ways and means for the improvement of instruction through the agencies of method, training, and content.

5. The program of education is constantly expanding and it is a chief concern to know how to expand the school budget. Tax experts and economists will be invited to show the possibilities and limits in taxation for public education.

6. The Thursday morning session prior to the business meeting, will be devoted to a hearing on the achievements and ideals in public education. In short what product from all the effort and cash have we reason to expect?

On Tuesday evening the program will deal with what types of education are legitimate for the expenditure of taxes levied for the public schools. Various extensions of school activities are required which naturally reduce the funds for the operation of the regular twelve grades, for example, libraries, night schools, playgrounds, Americanization work, trade schools, and community centers.

Wednesday evening will be devoted to college dinners. Any institution desiring to have tables reserved may do so by making application to Mr. Frank Cody, Superintendent of Schools, Detroit, Michigan. The theme for the intercollegiate dinner will be, "The responsibility of the small college for the maintenance of the professions." Aside from the dinners which are at present organized there will be an intercollegiate dinner for any or all colleges and universities which have not been represented at former meetings.

The complete program, including the speakers, will be announced as early as possible. Those who have made programs will understand how difficult it is to stabilize the personal part of the program and delay in the final announcement is always incident to this cause.

Chicago is making extensive preparation for the comfort and success of the meeting, and it is hoped that expectations may be surpassed by realization February 27—March 2.

Perhaps no feature of this issue will arouse more interest than the names of the members of the First Representative Assembly. To be a member of this first assembly is a distinctive honor. The list has considerable historical significance. Future lists will grow longer and longer. It may well be that this generation of teachers will live to see an assembly composed of 10,000 representatives of the teachers of the Nation.

The National Council of Education will meet at the Sherman House in Chicago, Monday afternoon, February 27, Tuesday afternoon and evening, February 28, and Wednesday afternoon, March 1.

Plans for American Education Week were made by a joint advisory committee, representing the National Education Association and the American Legion. This committee is as follows: J. M. Gwinn, Chairman, Superintendent of City Public Schools, New Orleans, La.; Lindsey Blayney, Rice Institute, Houston, Texas; Robert H. Wright, East Carolina Teachers' Training School, Greenville, N. C.; Anna M. Tibbets, Fargo College, Fargo, North Dakota; F. O. Norton, Drake University, Des Moines, Iowa; Ambrose Cort, Public School No. 73, Brooklyn, N. Y.; William M. Davidson, City Public Schools, Pittsburgh, Pa. Plans for American Education Week in 1922 should begin at once. As THE JOURNAL goes to press there is every evidence that the week as observed this year will accomplish much for education. There are already indications that many other organizations in addition to the several score which have joined in the enterprise this year will wish to make plans for American Education Week in 1922.

THIS BEAUTIFUL BUILDING, *facing the Charles River in historic Cambridge, is the home of Massachusetts Institute of Technology where have been trained some of the world's greatest architects and engineers. The river in the foreground has been the scene of many intercollegiate boat races. There is possibility of a race during the meeting of the Association next July.*

EDUCATIONAL ADVANCE

The annual convention of the National Society for Vocational Education will be held at Kansas City on January 5-7, 1922. Two full days, Thursday and Friday, will be devoted to section meetings on the following subjects: agricultural education, industrial education, commercial education, homemaking education, part-time and continuation schools, training in industry, industrial rehabilitation, and teacher training. One of the features of the Kansas City meeting will be an extensive exhibit of plans and specifications of buildings constructed for vocational school purposes. Hundreds of buildings for vocational purposes will be erected during the next five years and this exhibit will meet a much needed demand for information.

The officers of the International Kindergarten Union for the coming year 1921-22 are: president, Luella A. Palmer, New York, N. Y.; first vice-president, Stella A. McCarty, Baltimore, Md.; second vice-president, Grace E. Bernard, Berkeley, Calif.; recording secretary, Edna D. Baker, Chicago, Ill.; corresponding secretary and treasurer, May Murray, Springfield, Mass.; auditor, Margaret Trace, Cleveland, Ohio. The next meeting is to be held in Louisville, Ky.

The Industrial Division of the United States Children's Bureau in coöperation with the Junior Division of the United States Employment Service is about to commence a field study of the conditions under which children are prepared for and directed into industrial life in this country, with special reference to such work as is done by public and private placement bureaus, vocational guidance departments in the school, and similar agencies.

It is proposed to study intensively the work which is being done in perhaps a dozen or fifteen cities in which some significant phases of a vocational guidance program have been undertaken.

In the planning of this study the Children's Bureau has had the coöperation of the United States Bureau of Education, the Federal Board for Vocational Education, the Junior Division of the United States Employment Service, and the officers of the National Vocational Guidance Association and other persons interested in the educational and industrial aspects of the Vocational Guidance problem.

Arthur D. Dean, professor of vocational education at Teachers' College, Columbia University, has relinquished his professorship to become assistant director in charge of the Rehabilitation Division, U. S. Veterans' Bureau, created by act of Congress, August 9, 1921. The rehabilitation division of the new bureau has taken over the soldier rehabilitation work of the Vocational Rehabilitation Division of the Federal Board for Vocational Education.

Assistant Director Dean, as Major in the United States Army, did reconstruction work in army hospitals in 1918-1919. He was at one time chief of the division of vocational education, New York State Education Department; made an investigation of industrial and agricultural education for the Porto Rican Government; and was director of the New York Prison Survey Commission in 1919.

Alabama—Montgomery county, which has recently voted $300,000 bonds to build consolidated schools, has made a record in the reduction of illiteracy in ten years to 1.1 per cent among whites and 29.5 among negroes and from 17.9 to 9.5 per cent among both whites and negroes from sixteen to twenty years of age, according to *Alabama Farm Facts* for June 15, 1921.

The Montgomery County Board of Revenue let contracts on October 3 for five rural school buildings, the total contract price being $274,962, not including architects' fees. The sites for these buildings vary from ten to eighty acres. When completed, these schools will represent an investment of nearly $400,000, the appropriation mentioned above being for buildings only.

Iowa—Superintendent O. P. Flower of the public schools of Dubuque, Iowa, writes that a copy of THE JOURNAL was placed in the cornerstone of Dubuque's new High School on October eleven.

Maine—The Maine legislature passed an act to establish a State school fund and to provide for its apportionment. From the proceeds of a State-wide tax of 3 1-3 mills, to which is added other State income, a fund is created out of which State aid to elementary schools, secondary schools, State normal schools and supervision is provided. The aid to towns for elementary and secondary education is to be paid on the basis of teaching positions, aggregate attendance, and school census. Provision is also made for reimbursement for tuition paid by towns for pupils in secondary schools and for an equalization fund of $100,000 available for special grants to towns wherein the burdens of taxation for school support are in excess of normal rates.

Legislation looking toward improvement of physical conditions in schools included an act which provides that all school toilets shall be of such arrangement and condition as may meet the approval of the State superintendent. The requirements are such as will guarantee cleanliness, freedom from obscene marks, protection, and supervision. Towns have been given until September 1, 1924, to meet the conditions of this law.—H. A. ALLAN, *State Director of the National Education Association.*

Massachusetts—The State Senate recently raised the salary of Payson Smith, State Commissioner of Education, from $7500 to $9000. He is now the highest paid State official in Massachusetts.

New Jersey—The Academic Council of the Board of Education of Newark has published a sixteen-page "Summary of Teachers' Suggestions as to the Construction and Maintenance of School Buildings." Arthur W. Belcher, head of the Mathematics Department of the East Side High School, is chairman of the committee. Special credit for preparing the report is given to Grace L. Wright, principal of the School for the Deaf, and to Frances S. Dunning, grammar vice-principal of the Ridge School. The report is rich in suggestions covering many details of building construction and equipment.

Congress Appropriates for 1922

For the Bureau of Education	$161,960
For Alaskan Education.....	425,000
For Indian Education.......	4,887,625
For enforcing provisions of migratory bird treaty of July 3, 1918..............	136,120
For investigating the food habits of North American birds and other animals, etc.	477,240
Total for the Biological Survey.....................	823,325
Total for the Division of Publications in the Department of Agriculture......	382,810
For the enforcement of the Insecticide Act...........	156,510
For the purchase and distribution of seeds...........	360,000

New York—*The Principal* is a magazine which has recently begun publication by the New York Principals' Association, under the editorship of Miss Olive M. Jones, principal of Public School 120. "The purpose of this bulletin is to publish in complete form the committee reports, suggestions, and studies which are prepared by committees of the New York Principals' Association or sent to the Board of Superintendents and to the Board of Education. It will also include such other material as may be evidence of the earnest effort made by groups or individuals among the principals of New York City for the promotion of higher standards of education and professional spirit. The New York Principals Association hopes this bulletin may prove a means of developing public pride in the professional and civic service rendered by the great body of teachers in New York City and be a source of inspiration to bigger, nobler accomplishment."

The New York City Board of Education on August 25 adopted the school budget for 1922, calling for a total appropriation of $89,756,113.17, an increase of nearly two million dollars over this year's allowance of $87,823,690.93. Cuts amounting to $2,607,840.19 were made in the total budget estimate of $92,363,953.36 submitted by the budget committee. The total request will be reduced by $17,997,534.51, the State's allotment in 1922.

North Carolina—Mr. A. T. Allen, secretary of the North Carolina Teachers' Assembly, reports that the association is working for a membership of 12,000 members, and that there is a possibility of a full-time secretary. In one year, under the representative plan of organization, the membership of the association increased from 1325 to 8050.

South Dakota—The State appropriates $10,000 a year to promote the erection of teachers' cottages.

Tennessee—The Shelby County Teachers' Association, at its first meeting, October 8, adopted the budget plan of paying dues in the State and National associations. The principals will collect $4 from each teacher on or before December 1. This plan will greatly simplify the bookkeeping both of the associations and of the teachers. The Shelby County Board of Education voted to pay the sum of $50 toward the traveling expenses of every Shelby County teacher who attends the Boston meeting next summer.

Texas—The 37th session of the legislature, recently adjourned, passed several laws relating to education. One law appropriates $3,000,000 out of the general funds of the State to be distributed along with the other State school funds. Another law puts into operation a constitutional amendment which enables districts to make larger tax levies for the support of public schools. Other laws relate to maximum salaries, certification, compulsory attendance for the blind, deaf, and dumb, and Victory Day.

The First Representative Assembly

Delegates who attended the Fifty-Ninth Annual Meeting of the National Education Association,
in Des Moines, Iowa, July 5-8, 1921

Alabama

Abercrombie, John W., *State Superintendent of Education,* Montgomery.

Boden, Anna F., *High School Teacher,* Ridgely Apartments, Birmingham.

Dowling, H. G., *Secretary of the Alabama Education Association,* Cullman.

Harman, A. F., *County Superintendent of Schools,* Box 776, Montgomery.

Heaslett, Anne Estelle, *Elementary Teacher,* 1510 North 30th Street, Birmingham.

Hodges, P. W., *Department of Education,* Montgomery.

McLure, H. John, *Superintendent of Schools,* Troy.

Palmer, T. W., *President of Alabama Technical College,* Montevallo.

Phillips, J. H., *Superintendent of Schools,* Birmingham.

Pogue, James V., *Principal,* 5102 First Avenue, Birmingham.

Arizona

Brown, Helen L., *County Superintendent of Schools,* Tombstone.

Irish, F. M., *Normal School,* 27 West 7th Street, Tempe.

Loper, John D., *Superintendent of Schools,* 823 North First Avenue, Phœnix.

Matthews, A. J., *President of the State Normal School,* Tempe.

Peak, George J., *Assistant Superintendent of Schools,* Tucson.

Rackem, Ruth, *Grade Teacher,* 331 North First Avenue, Phœnix.

Reynolds, Kate B., *County Superintendent of Schools,* 74 West Pennington Street, Tucson.

Southerland, Edith, Phœnix.

Toles, Elsie, *State Superintendent of Public Instruction,* Phœnix.

Arkansas

Griffey, Annie G., *Primary Supervisor,* 2110 Battery Street, Little Rock.

Whaley, N. M., *Assistant State Superintendent of Schools,* Little Rock.

California

Anderson, J. Fred, *Director of Citizenship,* 3917 Canon Street, Oakland.

Arlett, Elizabeth, *Principal,* 24 Linda Avenue, Oakland.

Baxley, Alice B., 2036 Rosedale Avenue, Oakland.

Bryant, Margaret F., *Junior High School,* 123 East 12th Street, Oakland.

Chamberlain, Arthur H., *Editor of the Sierra Educational News,* 454 Flood Building, San Francisco.

Cleland, S. Lucile, *Elementary Teacher,* 1515 Webster Street, Oakland.

Dacre, Emma L., *Teacher,* 45 Henry Street, San Francisco.

Davis, Alice E., *Teacher,* 1412 9th Avenue, Oakland.

Ferguson, James, *Principal of High School,* Chico.

Garrett, Cora A., *Elementary Teacher,* 1549 Morningside Court, Los Angeles.

Glancy, Gertrude, *Primary Teacher,* San Diego.

Graham, Ruth, *Teacher,* 524 West Avenue 50, Los Angeles.

Harwell, C. A., *Supervising Principal,* San Leandro.

Helms, Walter T., *Superintendent of Schools,* 235 6th Street, Rchmond.

Hunter, Fred M., *Superintendent of Schools,* Oakland.

Ivesen, Ina C., *Teacher,* 825 West 8th Street, Los Angeles.

Jenkins, Anna Irene, Los Angeles.

Jennings, Augusta, 160 West 17th Street, Los Angeles.

Jones, Eugenia W., *Kindergarten,* 318 South Benton Way, Los Angeles.

Richard A. Searing, secretary of the New York State Teachers' Association for eighteen years, became its full-time paid secretary on January 1, 1921. Before assuming this office, he was superintendent of schools at North Tonawanda, New York.

Leffler, Josephine, *Elementary Teacher,* 807 North Eldorado Street, Stockton.

Longley, Miss Snow, *Elementary Teacher,* 2261 West 21st Street, Los Angeles.

McCleary, Ella G., 510 21st Street, Sacramento.

McLean, Fannie W., *Vice-Principal of High School,* 1829 Bancroft Way, Berkeley.

McNaught, Margaret S., *State Commissioner of Elementary Schools,* Sacramento.

Moody, Gail H., *Elementary Teacher,* 2400 Durant Avenue, Berkeley.

Mullane, May, Los Angeles.

Murphy, Mary M., *Supervising Teacher,* 1806 Lagura Street, Santa Barbara.

Nash, J. B., *Director of Physical Education,* City Hall, Oakland.

Peterson, Alphena C., *Science Teacher,* 2019 Webster Street, Oakland.

Peterson, Anna K., *History Teacher, Junior and Senior High School,* Claremont.

Phelps, Miss, San Pedro.

Pierce, Juliette, *Vice-Principal of High School,* 575 13th Street, San Pedro.

Reinhardt, Aurelia Henry, *President of Mills College,* Mills College.

Smith, Rose R., 229 North Beechwood Drive, Los Angeles.

Sullivan, Margaret, Sumner Apartments, San Diego.

Sullivan, Miss, San Pedro.

Thiriot, George M., *Vocational Counselor,* 417 El Cerrito Avenue, Piedmont.

Thomas, Edyth, *Elementary Teacher,* 1901 Orange Street, Los Angeles.

Van de Goorberg, Wilhelmina, *Elementary Teacher,* 1601 Mt. Royal Avenue, Los Angeles.

White, Richardson D., *Superintendent of Schools,* 4112 Wilson Avenue, Glendale.

Yates, Edna L., *Principal,* 1023 Magnolia Street, Oakland.

Colorado

Addleman, Minnie B., *Junior High School,* 2005 East 18th Avenue, Denver.

Allison, Flora A., *County Superintendent of Schools,* 522 Lincoln Street, Sterling.

Ames, Florence, *Art and Sewing Teacher,* 2355 Clermont Street, Denver.

Balcam, Caroline M., *Primary Teacher,* 1257 Emerson Street, Denver.

Bradford, Mary C. C., 1735 Bellaire Street, Denver.

Brown, George Earl, *Superintendent of Schools,* 1417 11th Avenue, Greeley.

Brown, Leila E., *Grade Teacher,* 2925 West 26th Avenue, Denver.

Casey, William V., *Superintendent of Schools,* 820 Pine Street, Boulder.

Cluxton, H. T., *Principal,* 1057 South Washington Street, Denver.

Crabtree, Serepta, *Grade Teacher,* 322 Santa Fe Drive, Denver.

Craig, Katherine L., *State Superintendent of Schools,* Denver.

Dawson, Mary, Longmont.

Fergus, Lewis V., *West Side High School,* 4956 Quitman Street, Denver.

Fisher, Irene, *High School Teacher,* Plymouth Hotel, Denver.

Fletcher, Lida E., *Grade Teacher,* 1055 Lincoln Avenue, Denver.

Force, Anna Laura, *Principal,* 216 Sherman Street, Denver.

Gaymann, Harriet, *Grade Teacher,* 1015 West Colorado Avenue, Colorado Springs.

Hansen, Zelma, *Grade Teacher,* 828 Cook Street, Denver.

Hatch, Dorus R., *Editor of Colorado School Journal,* 532 Commonwealth Building, Denver.

Johnson, John C., *Dean of Colorado State Normal School,* Gunnison.

Jones, Mollie A., *Junior High School*, 707½ South Union Street, Pueblo.
Kepner, Harry V., *Principal of High School*, 1720 Hudson Street, Denver.
Mosher, Abbie, *Primary Teacher*, Erhard Hotel, Denver.
Newlon, Jesse H., *Superintendent of Schools*, 771 Cook Street, Denver.
Partner, Nettie O., *Supervising Principal*, 1118 Maple Avenue, Rocky Ford.
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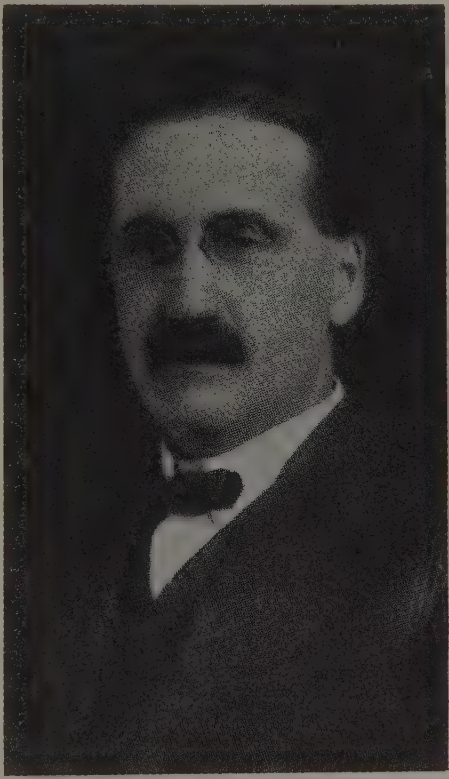

Robert C. Moore, secretary of the Illinois State Teachers' Association since June, 1915, and editor of The Illinois Teacher. The Illinois State Teachers' Association has been instrumental in getting many progressive school measures through the legislature, among which are free text-books by district referendum and a teachers' pension law.

Kansas

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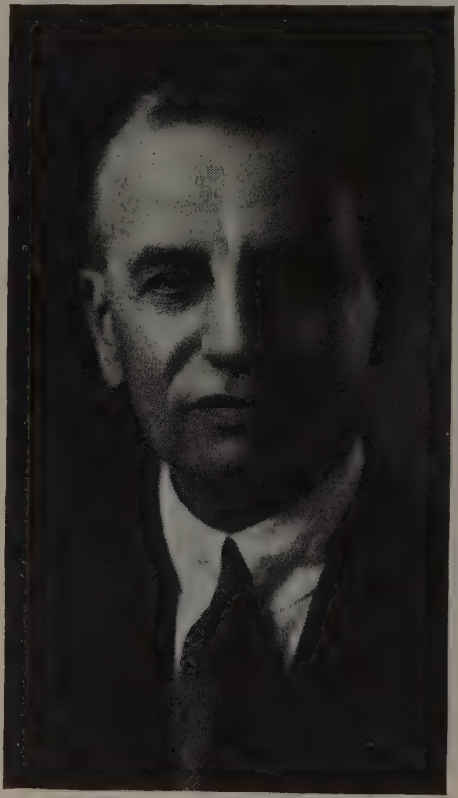

Carl G. Schulz, executive secretary of the Minnesota State Teachers' Association, was formerly State superintendent of public instruction in Minnesota. Mr. Schulz assumed the office of full-time paid secretary April 15, 1921. He has been a member of the National Education Association since 1902.

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Hunting, W. J., *State Superintendent of Public Instruction,* Carson City.
Smith, Chauncey W., *Deputy State Superintendent of Public Instruction,* Fallon.

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Ohio

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MARION S. HANCKEL, re-elected president of the Department of Kindergarten Education of the National Education Association, is also secretary-treasurer of the National Council of Primary Education. For the past three years, Miss Hanckel has been kindergarten and first-grade supervisor in Richmond, Virginia.

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Oregon

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Churchill, J. A., *State Superintendent of Public Instruction*, Salem.

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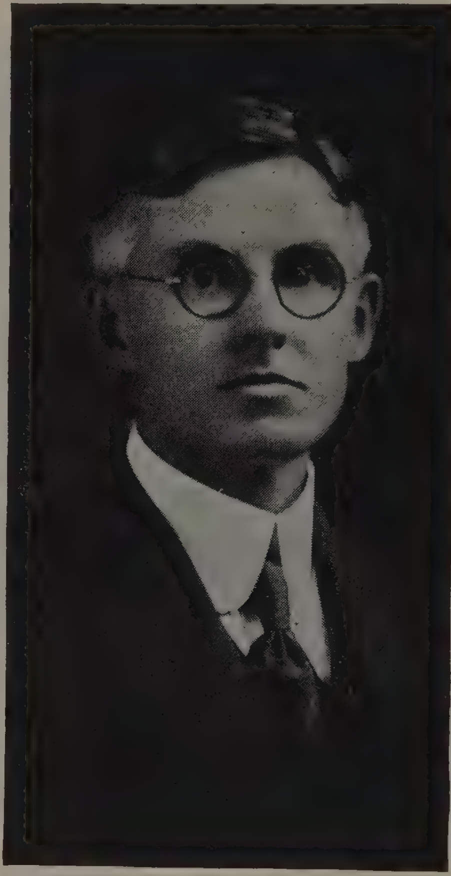

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GUIDE TO NEW BOOKS[1]

Booth, Mary Josephine. Index to material on picture study (Useful reference series 26). Bost., Faxon, 1921. 92 p. Paper, $1.

Makes available material on pictures frequently studied in schools. Under the titles of the pictures indexes descriptive material from fifty books. Books which contain a reproduction are starred.

Breckinridge, Sophonisba Preston. New homes for old (Americanization studies). N. Y., Harper, 1921. 355 p. illus. $2.50.

The professor of social economy at the University of Chicago, formerly of the Chicago school of civics, has written a very comprehensive, readable volume—one of a series undertaken by the Carnegie corporation for the study of the actual work done by various agencies which call upon them for contributions. The results here described are from the questionnaires sent to Federal agencies, Red Cross, local agencies in Chicago, coöperative stores, and visits to mining camps and housing projects. Appendix contains a list of racial organizations. Index.

Browne, Edith A. Cocoa (Peeps at industries). N. Y., Macmillan; Lond., Black, 1920. 88 p. illus. $1.

Another of the "Peeps" series, of which *Tea* appeared in *Booklist*, 10:73, O 13. Clear, though not particularly interesting in style. For children in seventh or eighth grades.

Cope, Henry Frederick. The week-day church-school. N. Y., Doran, 1921. 191 p. $2.

A survey of week-day religious schools, not in the sense of the old time parochial school, but in that of religious classes interspersed during the week, sometimes with the coöperation of the public school, sometimes during public-school vacation periods. The object is to take advantage of expert teachers for religious training and to reach a business-like basis of instruction not possible in the ungraded Sunday school. Contains many examples of plans of work. Bibliography (6 p.) Index.

Davis, Michael Marks. Immigrant health and the community, by Michael M. Davis, Jr. (Americanization studies). N. Y., Harper, 1921. 481 p. illus. map. $2.50.

A thorough attempt to link Americanization work as a whole to health improvement of the foreigner. The author shows that foreigners are more susceptible to disease, largely due to insanitary housing, to a change from the old home diet, and inability to read so as to understand safety-first and health bulletins. Index. Appendix of recipes for foreign cooking.

Dewey, Evelyn. Methods and results of testing school children, by Evelyn Dewey and others. N. Y., Dutton, 1920. 176 p. illus. $5.

The result of several years of investigation of the use of psychological tests with normal school children in New York City. Many standard physical and mental tests are described and pictured and the results interpreted. An authoritative study, expensive for the small library, but useful to supervising teachers or special students of education.

Ferris, Helen Josephine. Producing amateur entertainments. N. Y., Dutton, 1921. 266 p. illus. music. $2.50.

Amateur plays, stunts, songs, pantomimes of the lighter sort suitable for camp nights or parties. "A plea for gladness, with a touch of sprightliness and beauty." Complete directions for managers. Useful to many. Sources of help and information. (17 p.) Index.

George, Walter Lionel. Hail, Columbia! N. Y., Harper, 1921. 243 p. illus. $2.50.

Mr. George left out the Niagara, the Yellowstone, and the Rockies, but looked instead upon the American circus, the auction, the university, Boston, Chicago, and American homes in his six months' visit in which he tried to get some impression of the forces that bind this country together. Most of all he seemed to be interested by the vital business energy of the nation. The impressions throughout are bright pictures, sometimes intentionally caricatures.

Gesell, Arnold Lucius. Exceptional children and public school policy. New Haven, Yale Univ., 1921. 66 p. illus. map. Paper, $1.

Because it takes note of the exceptionally bright as well as the exceptionally stupid child and because it conceives a plan for supervision of children's health and progress from birth until graduation this survey of school children of New Haven is notable. Special for teachers.

Goldberger, Henry Harold. Second book in English for coming citizens. N. Y., Scribner, 1921. 209 p. illus. maps, music. $1.

To follow the primer (*Booklist*, 15:335, Je 19) is a more advanced book telling the story of Anton, the Russian peasant, and his voyage to America. Interesting, with drill throughout in reading, conversation, phonics, and writing. A foreword explains the methods for using the book.

Hazeltine, Alice Isabel. Plays for children; an annotated index. 2d ed. rev. Chic., A. L. A., 1921. 116 p. $1.50.

Indexes material from nearly two hundred books. Brief notes describe each play and give information necessary in considering production. Contains also Books of interest to those producing children's plays—Books about costume—Folk dances and singing games—Plays for special days—Other plays for special occasions—Special forms. Published originally as the *St. Louis Public Library Bulletin* for August, 1918, and now reprinted and much enlarged.

Knickerbocker, Edwin Van B., *ed.* Plays for classroom interpretation. N. Y., Holt, 1921. 264 p. illus. music. $1.20.

A student textbook which follows a method actually worked out in a high-school classroom. The notes for the instructor give practical suggestions without being too definite to allow for originality. Includes seven plays, with notes, which have literary merit. A useful book to teachers who wish to try project work in the English class.

McMillan, Margaret. The nursery school. N. Y., Dutton, 1921. 356 p. illus. $2.50.

Kindergarten and primary teachers and all social workers will find interesting ideas in this simple description of a nursery school in the English slums. With a minimum of equipment the school has proceeded to train a limited number of teachers to care for all the needs of children from one to seven years of age. The methods are distinctive and clear.

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[1] Titles and notes selected from *The Booklist* of the American Library Association, 78 East Washington St., Chicago, Ill., by the senior class of the New York State Library School, Albany, N. Y., under the direction of Miss Mary Eastwood, head of the book selection section of the State Library.

Monckton, Charles Arthur Whitmore. Taming New Guinea. N. Y., Lane, 1921. 337 p. illus. map. $5.

An interesting record of a rugged life in the South Seas in which adventures with crocodiles, pearl divers, and savage tribes were everyday occurrences. Also gives some idea of the problems of the British magistrate amongst strange civilizations.

Pope, Amy Elizabeth. A textbook of simple nursing procedure for use in high schools. N. Y., Putnam, 1921. 360 p. illus. $2.50.

The untrained emergency nurse is here given a text remarkably clear on the handling of bed patients, first aid, the cure of children, and the use of drugs. The simply written text is clarified by numerous photographs and diagrams. Glossary and index. Supersedes the author's earlier volume *Home care of the sick* (*Booklist*, 3:170, O 07).

Rich, Mabel Irene. A study of the types of literature (Century studies in literature for high schools). N.Y., Century, 1921. 540 p. illus. $2.

A textbook for fourth year high-school students. It steers between the ordinary history of literature and the minute analysis of masterpieces. The problem of discovering the characteristics of a type of literature is used as the approach. The selections are chosen for their service in forming good taste, enlarging experience, and inspiring ideals. English and American classic and contemporary authors are represented. There are classroom exercises, reading lists, and a period chart.

Schwartz, Isidore Adolphe. Commercial French. N. Y., Harcourt, 1920. 330 p. $1.60.

A business letter in French is used as the basis of each lesson, which includes exercises in grammar, idioms and translation. Part two is made up of selections on commercial subjects. Gives also information on the form and conventionalities of French letters, lists of commercial terms, abbreviations, and tables of French money and weights. Presupposes a knowledge of French equivalent to about two years of high-school work.

Sedgwick, Henry Dwight. Marcus Aurelius. New Haven, Yale Univ., 1921. 309 p. $2.75.

Thoughtful readers who admire the great Roman empire, its men, and philosophy will find much pleasure in this little volume and in the long bibliography for further reference. The book is a short biography of Marcus Aurelius and his times, the social and political thought of the man, and especially his religion and relation to the Christians.

Van Doren, Carl Clinton. The American novel. N. Y., Macmillan, 1921. 295 p. $2.

"A record of the national imagination as exhibited in the progress of native fiction." As such it calls to one's attention curious, forgotten novels as well as those well-known, which describe a movement in American thought. The book is an enlargement of the author's contribution to the *Cambridge history of American literature*. A very interesting historical and literary study. Bibliographical notes and index.

Zimand, Savel. Modern social movements (Debaters' handbook series). N.Y., Wilson, 1921. 260 p. $1.25.

Covers Trade unionism—The coöperative movement—Industrial democracy—The single tax—Socialism—Guild socialism—Syndicalism — Bolshevism — Anarchism. The summaries are brief, impersonal, and to the point. Many of the titles are annotated.

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